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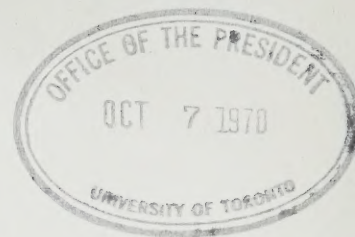
YORK
UNIVERSITY

**Brief
to the
Committee on
University Affairs**

September 1970



4700 KEELE STREET, DOWNSVIEW 463, ONTARIO



October 5, 1970.

Mr. E.E. Stewart,
Secretary,
Committee on University Affairs,
481 University Avenue,
Toronto, 1. Ontario.

Dear Mr. Stewart,

I am pleased to enclose twenty-five copies of the York University Brief to the Committee on University Affairs which will be discussed with the Committee on their visit October 19, 1970.

By agreement of the Chairman of the Committee on University Affairs, York University has the privilege of filing a supplementary brief this autumn. We are pleased to have this opportunity because it will permit us to complete our studies and to refine our analysis in such a way as to benefit the University and the Committee this year.

One of the most perplexing matters is the reporting of citizenship for faculty, and, to a somewhat lesser extent, for graduate students. We have received an opinion from the University's solicitors concerning the application of the Ontario Human Rights Code. This opinion counsels caution. Considering this opinion and other manifestly complex issues related to the matter of citizenship, the University feels it must take more time to resolve its position, and respond to the questions of the Committee on University Affairs. I am enclosing a copy of the legal opinion which we have received directly.

The University looks forward to your visit on October 19. I am asking my people to work out with yours the details of arrangements.

Yours sincerely,

David W. Slater,
President.

Encl:

YORK UNIVERSITY

BRIEF TO THE COMMITTEE ON UNIVERSITY AFFAIRS

SEPTEMBER 1970

FOR

PRESENTATION ON OCTOBER 19, 1970

YORK UNIVERSITY

BRIEF TO THE COMMITTEE ON UNIVERSITY AFFAIRS

SEPTEMBER 1970

	<u>PAGE</u>
I INTRODUCTION	1
II CONCISE SUMMARY OF PRESENTATION	5
III ACADEMIC DEVELOPMENT	6
1. Enrolment	6
2. Expansion Plans	7
(a) Present Status	7
(b) Teacher Education	9
(c) Health Science Education and Health Core Services	11
3. Flexibility	14
(a) Glendon College Proposal	15
(b) Faculty of Science Proposal	15
4. Open University Type Programme	16
IV MATTERS OF CONCERN TO YORK	18
1. Capital Allowance	18
(a) Allowance For Full-Time-Equivalents	
From Part-Time Students	18
(b) Weighting For Fine Arts	19
(c) Weighting For Law	20
2. Revision of the Operating Grants Formula	21
(a) Law Weighting	21
(b) Counting of Part-Time Students In Category 5 ...	22
3. Supplementary Grant In Recognition of the Quality	
of Programme Offered to Part-Time Students	23
4. Supplementary Grant for the Bilingual and Bicultural	
Nature of the Glendon College Curriculum	25
5. Special Grant for Preparatory Effort for	
the Teacher Education Programme	26
6. The York College System	27
V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS	29
1. Review of Current Programmes	29
(a) Efforts By York University to Co-ordinate	
Programme Offerings With Other Provincially-	
Assisted Universities	29
(b) Detailed Presentation of Graduate Enrolment Data	35
(c) General and Honours Programmes in Arts and Science	37
(d) Health Science Programmes	39

TABLE OF CONTENTS (Continued)

2.	Factors Affecting Levels of University Support	40
	(a) Detailed Presentation of Types and Sizes of Classes	40
	(b) Resource Allocation - University Operating Funds	44
	(c) Effects of the Academic Marketplace	46
	(d) Operating and Capital Support	48
3.	Future Planning	51
	(a) Updating of Five Year Forecast	51
	(b) Building Programmes and Space Entitlement	52
	(c) Brief Descriptive Outline of Proposed New Programmes	54
	(d) Dropping of Courses and/or Programmes	61
	(e) University Views on Effects on Future Planning ..	61
	(f) University Comments on Possible Effects of Increasing Demand of Student Assistance From the Limited Total Resources Available for the Support of Higher Education	71
	(g) Student Housing	74
4.	Other Matters	78
	(a) Mission Oriented Research	78
	(b) Outline of the University's Policy on the Obligations of Individual Faculty Members	78
	(c) Research Overhead	80
VI	SUMMARY AND COMMENTS	82

12	Factors affecting levels of University support	40
	(a) Detailed presentation of types and sizes of classes	40
	(b) Resource Allocation - University Operating Funds	44
	(c) Effects of the Academic Marketplace	45
	(d) Baccarat and Capital Support	46
13	Future Planning	51
	(a) Unbinding of Five Year Forecast	51
	(b) Baccarat Programmes and State Expenditure	52
	(c) State Descriptive Outline of	52
	Unbinding of Forecast	52
	(d) Unbinding of Forecast and/or Unbinding	52
	(e) University View on Effects on Future Planning	52
	(f) University Investment in Research	52
	(g) University Investment in Research	52
	(h) University Investment in Research	52
	(i) University Investment in Research	52
	(j) University Investment in Research	52
	(k) University Investment in Research	52
	(l) University Investment in Research	52
	(m) University Investment in Research	52
	(n) University Investment in Research	52
	(o) University Investment in Research	52
	(p) University Investment in Research	52
	(q) University Investment in Research	52
	(r) University Investment in Research	52
	(s) University Investment in Research	52
	(t) University Investment in Research	52
	(u) University Investment in Research	52
	(v) University Investment in Research	52
	(w) University Investment in Research	52
	(x) University Investment in Research	52
	(y) University Investment in Research	52
	(z) University Investment in Research	52

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LIST OF SUPPLEMENTARY DOCUMENTS

FORMS CUA-70

FOLLOWS PAGE

Graduate Enrolment Data

C	Graduate Degrees Awarded/To Be Awarded by Discipline Area - Pages 1 and 2	36
D	Projected Graduate Enrolment (Full-Time and Part-Time) by Discipline Area - Pages 1 to 4	36
E	Survey of Annual Financial Resources for the Support of Full-Time Graduate Students, 1969-70 Actual - Pages 1(a,b,c) and 2(a,b,c)	37

Class Size Survey

H	Summary of Class Size Survey Data for 1969 Reported to the Committee of Presidents Frequency Distribution of Class Sections - Pages 1 and 2	40
---	---	----

Financial Matters

I	Statement of the Financing of Operations - Pages 1 and 2	44
J	Ancillary Operations	46

Long Term Enrolment

L	Long Term Enrolment Data to 1975-6	51
---	--	----

LIST OF SUPPLEMENTARY DOCUMENTS (Continued)

Capital Programme

M-1	Probable Cumulative 5 Year Cash Flow for Formula Capital Projects with Final Approvals (Subsequent to April 1, 1969 and by March 31, 1971)	52
M-2	Probable Yearly 5 Year Cash Flow for "Formula" Capital Projects with Final Approvals (Prior to March 31, 1969)	52
M-3	Probable Yearly 5 Year Cash Flow for "Non-Formula" Capital Projects with Final Approvals (As of March 31, 1971)	52
M-4	Proposed Cumulative 5 Year Cash Flow for Additional Projects for Interim Capital Formula Entitlement	52
M-5	Probable Yearly 5 Year Cash Flow for Additional "Non-Formula" Capital Projects	52
N	Weighted Enrolment for Purposes of the Capital Assistance Formula	54

YORK SCHEDULES

RESIDENCES

1.	Requirements - York Campus - Undergraduate	74
2.	Requirements - York Campus - Graduates	74
3.	Requirements - Glendon Campus	74

APPENDICES

A	Brief History of Development of York	86
B	York University - Academic Programmes 1970-1	86
C	York University Enrolment Projections to 1975-6	86

YORK UNIVERSITYBRIEF TO THE COMMITTEE ON UNIVERSITY AFFAIRSSEPTEMBER 1970I INTRODUCTION

For York University 1969-70 was another year of considerable expansion which saw the introduction of new academic programmes, the opening of new physical facilities and a large increase in enrolment. The Faculty of Fine Arts registered students for the first time; Glendon College initiated the fourth year of its curriculum; the Faculty of Science introduced a Liberal Science option; the Faculty of Environmental Studies registered (spring 1969-70) students for the first time; Atkinson College offered Honours programmes; the Faculty of Arts (formerly known as the Faculty of Arts and Science) and the Faculty of Science jointly introduced the third year of the Physical Education programme; and the College System was extended by the creation of Stong College. In addition, the Faculty of Graduate Studies, having received endorsements from the Ontario Council on Graduate Studies on favourable appraisal reports, introduced programmes at the Master's level in Economics and History, and at the Doctoral level in English, History and Sociology.

New facilities which became available during the year included the Ross Humanities and Social Sciences Building, the Central Square, Osgoode Hall Law School Building, and Graduate Residences #1 and #2. Also available was the Kinsmen National Institute on Mental Retardation Building which houses an affiliated

1 INTRODUCTION (Continued)

Institute resulting from an agreement between the University and the Canadian Association for the Mentally Retarded. Construction began on Stong College Residence, on Graduate Residence #3 and on the second phase of the Atkinson College Quadrangle. Full-time enrolment grew from 5921 in 1968-9 to 7748 in 1969-70, an increase of approximately 31%, while part-time enrolment increased 18% from 7317 to 8668 registered students. An entering class of 2671 first year students was registered in 1969-70.

In the present year, 1970-1, the Physical Education programme enrolled fourth year students for the first time; the Faculty of Science offered, on a part-time basis, a post degree programme leading to a Diploma in Science for secondary school teachers, Atkinson College, on an interim basis for the present, registered part-time students for courses to be taught by Glendon College faculty; and the Faculty of Graduate Studies introduced a doctoral programme in Biology following receipt of endorsement from the Ontario Council on Graduate Studies on a favourable appraisal report. Full-time student registration is likely to be 9700 as of December 1, 1970, an increase of 25% over 1969-70. Of these 3230 are first year students. Part-time enrolment is likely to be about 10,500 registered students. The Central Library, Lecture Hall Building #2 and Graduate Residence #3 are in use for the first time. Stong College which operated in temporary quarters during 1969-70 moved into a new College Building, while College "F", which had to be created to prevent excessive overcrowding in the five established Colleges, has been quartered in the Steacie Science Library where

I INTRODUCTION (Continued)

space became temporarily available because of the transfer of the Humanities and Social Science portions of the University's collections to the Central Library. To date it has been possible to initiate construction work on the Administrative Studies Building, but College "F" Building, College "F" Residence and the Fine Arts II Building, all of which are greatly needed, continue to be only in the advanced planning stage.

Projections for 1971-2 are 3565 first year students, 10,255 undergraduate, special, and law students, and 1109 graduate students for a full-time enrolment of 11,354, thus making York, according to projections currently available, third in full-time enrolment amongst Ontario universities and the campus with the largest first year intake. Moreover, with approximately 3000 FTE's, York will continue to have the greatest number of Full-Time-Equivalent students from part-time registrations.

A brief history of the development of York is given in Appendix "A" and academic programmes presently available are shown in chart form as Appendix "B".

In Section III of the Brief appears a discussion of the University's future academic development, along with several academic adjustments presently contemplated. Section IV presents certain matters of special concern to the University, while Section V provides information and the University's views on topics raised by the Committee on University Affairs.

I INTRODUCTION (Continued)

With the required date of submission of this Brief being so early, several matters of considerable importance have not been fully covered. Views which might be influenced by a better knowledge of the 1970-1 registration are particularly subject to change. Therefore, the Committee on University Affairs can expect a Supplemental Brief from the University by December 1, 1970.

II CONCISE SUMMARY OF THE UNIVERSITY'S PRESENTATION
TO THE COMMITTEE ON UNIVERSITY AFFAIRS, OCTOBER 19, 1970

- | | | | | |
|--|---------------------|-----------------------|-----------------------|-----------------------|
| 1. <u>ENROLMENTS</u> | 1969-70
(Actual) | 1970-1
(Estimated) | 1971-2
(Projected) | 1972-3
(Projected) |
| Full-time students | | | | |
| Day, Fall | 7748 | 9753 | 11350 | 12860 |
| Part-time students | 8499 | 11300 | 13480 | 15620 |
| Total Students Registered | <u>16247</u> | <u>21053</u> | <u>24830</u> | <u>28480</u> |
| Centre For Continuing
Education Registrations | <u>5407</u> | <u>6000</u> | <u>6500</u> | <u>7000</u> |
2. ACADEMIC PLANS AND PROSPECTS
- (a) 1971-2 - Master's in Social and Political Thought
- Ph.D. in Soc. & Pol. Thought; Economics; Geography;
Administrative Studies
 - (b) 1972-3 - Master's in Fine Arts; Master's interdisciplinary
programme in Humanities
 - (c) Teacher Education - discussions with Department of Education
 - (d) Health Science Education - preliminary investigation
 - (e) Principle of flexibility for development of programme
 - (f) Open University type programme - under study
3. SPECIAL CONCERNS TO YORK
- (a) Capital Formula - review of allowance for part-time students
- increase in weighting for Fine Arts, Music and Law
 - (b) Operating Formula - increase in weighting for Law
- counting of part-time Category 5 students
- division by 5 rather than 6 to obtain FTE
from part-time students
 - (c) Grant Requests - quality of part-time programme
- bilingual/bicultural nature of Glendon curriculum
- preparatory effort in Teacher Education
- study in Health Science Education (Health
Sciences Fund)
 - (d) College System - aspirations and urgent requirements
4. TOPICS FROM CUA AGENDA
- (a) York's willingness and efforts to co-ordinate within
Ontario University system
 - (b) Development of York's Faculty of Graduate Studies
 - (c) Removal of differentiation between General and Honours
Programmes acceptable to York
 - (d) Single weight for Arts and For Science considered by
York to be premature
 - (e) Enrolment forecast to 1975-6 continues to be "Alternative B"
 - (f) York's space requirements in excess of entitlement
 - (g) Capital Assistance Formula
- 96 n.a.s.f. per weighted student is inadequate
- \$55 per n.a.s.f. is insufficient in view of 19% increase
in Construction Index in past 2 1/2 years
- allowance for Post-Doctoral Fellows
 - (h) Additional mortgage money urgently needed for residence programme

III ACADEMIC DEVELOPMENT

1. ENROLMENT

In the 1969 Brief to the Committee on University Affairs the University indicated that the 1969-70 enrolment, in total, was essentially in line with the Alternative "B" projections (presented in the 1968 Brief), and provided "Long Term Selected Enrolment Data to 1975-6" which also continued the consistency with Alternative "B".

A preliminary estimate of the 1970-1 enrolment indicates a slight increase over the enrolment projected in November 1969. Some of this increase is due to the decision to take 125 additional first year students into the Fine Arts programme following the receipt of an overwhelming number of quality applications. The five year projections presented in Form CUA-70-L and Appendix C, even though appropriately adjusted for the anticipated excess of actual over projection in 1970-1, still do not vary significantly from Alternative "B". The University is thus indicating at this time no appreciable change in the overall growth pattern presented to the Committee on University Affairs in October 1968 and reaffirmed in November 1969.

The first year intake (1970-1) into Glendon College continues to run below projection, and interim programmes are again being offered to utilize the teaching and space resources available on the Glendon Campus. An academic plan for dealing with this and other problems at Glendon College on a more permanent basis is presently in preparation and will be

III ACADEMIC DEVELOPMENT (Continued)

made available to the Committee on University Affairs in the University's Supplemental Brief.

2. EXPANSION PLANS(a) Present Status

The following which appeared in the 1969 Brief continues to be fully relevant:

"York University has, since its foundation, gradually broadened its curriculum both by expansion of programmes of existing Faculties and by the creation of new Faculties or Divisions. The latter growth is shown in the following table:

<u>Faculty or Division</u>	<u>Establishment By Senate</u>	<u>Beginning of Instruction</u>
Arts (formerly Arts & Science)	November 1960	1960-61
Atkinson College	March 1961	1962-63
Graduate Studies	September 1963	1964-65
The Centre for Continuing Education	November 1962	1966-67
Administrative Studies	May 1965	1966-67
Glendon College	November 1962	1966-67
Osgoode Hall Law School	May 1965	1968-69 (became a part of York)
Science	April 1968	1968-69 (previously within Arts & Science)
Fine Arts	June 1966	1969-70
Environmental Studies	February 1968	1969-70 (spring term)

III ACADEMIC DEVELOPMENT (Continued)

"The University intends to continue this process of growth. At the moment, there are several new Faculties whose period of development is only beginning. In addition, the Faculty of Science has just begun a Liberal Science programme which, it is confidently anticipated, will meet the needs of a society increasingly concerned by its general lack of scientific literacy. The Faculty of Administrative Studies has commenced a programme in Public Administration, and has under study the development of new fields of administrative studies as laid down in the legislation creating the Faculty. As the existing Faculties increase their enrolment through the fulfilment of short term expansion plans, the Faculty of Arts will tend to level off.

"The development of new Faculties and rapid increases in enrolment pose very real problems of academic digestion. The Senate of the University, in February, 1968, accepted the recommendation of its Committee on Professional Faculties that no new Faculties other than those already approved be created for five years. This period will give the University - using the energy hitherto devoted to creating new Faculties and to coping with the fantastic rate of enrolment growth - time to consolidate the progress of its first ten years, examine its own experience, assess its programmes, and improve its quality."

The University is aware, however, that the proper

III ACADEMIC DEVELOPMENT (Continued)

initiation of new Faculties requires more than a few years of investigation and planning. Thus, during the five year reservation, efforts - including seeking the advice of public and governmental bodies - are continuing in order to determine the needs of the community and of the University with reference to the creation of new programmes and/or new Faculties in the future.

(b) Teacher Education

One Faculty, excluded from the five year "freeze period" and which the University has been willing to establish and has been anxious to develop for some years now, is Education. Discussions have been resumed between York and the Department of Education; it is now clear that there are several needs which could be met by additional university programmes in Teacher Education in Metropolitan Toronto and that York University is in a strong position to contribute to their fulfilment.

First, there are large Metropolitan Toronto, Ontario and Canadian requirements for the training of teachers to deal with Special Education classes. The strengths of York in Applied Psychology, in Sociology, and in Behavioural Sciences generally; the advances in language training on both the York and Glendon Campuses; the affiliation with York and the presence on campus of the National Institute on Mental Retardation; and the innovative work of the

III ACADEMIC DEVELOPMENT (Continued)

Faculties of Arts and of Science, in particular, the integrative approach to subject matter, give York University a strong comparative advantage in this work.

Second, apparently there remains a significant need for university-based and integrated elementary teacher preparation in Metropolitan Toronto.

Third, apparently also there is a gap between future demands and supplies for secondary school teachers which many people feel will be best filled by development of a new programme located within the Metropolitan Toronto area.

In the exploration of possibilities for developing work in Education at York University, certain principles remain fundamental to the University.

- (i) An integrated concurrent curriculum of interdisciplinary studies, subject matter specialization and professional teacher training over the whole of the four or five years (rather than the addition of a layer of professional education work after the academic degree work has been completed).
- (ii) A genuine academic integration of the faculty and students engaged in Education and in academic programmes and subjects (rather than the separation and duplication which characterizes most other institutions).

III ACADEMIC DEVELOPMENT (Continued)

- (iii) A general preference (reflecting York's proposed curriculum pattern in education) for students in Education programmes who plan to complete their academic degrees as part of an integrated programme of degree work and teacher training.
- (iv) A moderate scale to the problems of integration of any existing teacher training programme into York University, in case of such an integration.
- (v) A demonstration of real need and an opportunity for a significant contribution by the University to the development of teachers with training in Special Education, of secondary teachers and of elementary teachers, with adequate resources being provided to the University for the discharge of the new responsibilities without damaging the University's ability to meet its other undertakings of educational service to the community.

If preliminary discussions within and outside the University indicate favourable conditions, York will opt into the development of programmes in Education in the near future.

(c) Health Science Education and Health Care Services

It is well known that serious consideration is being given to the establishment of a sixth medical school

III ACADEMIC DEVELOPMENT (Continued)

in Ontario. The Ontario Committee on the Healing Arts and the Ontario Council of Health have both made such proposals, and the Ontario Medical Association is currently seeking advice on the location of a sixth medical education facility.

There have also been strong suggestions that a new medical school be based both in a large multi-faculty university and in a densely populated area. It is obvious, then, that if a sixth medical school is a part of the immediate development plan of medical care and education in Ontario, York University will necessarily be one of a very small number of universities considered for the responsibility. York's geographical and demographical location, its well-developed strengths in the life and social sciences, and its commitment to community service, are all factors which compel the University to recognize its position as a prime candidate for consideration.

York has taken no position on such candidacy. The University is most concerned, however, that if York were to undertake a development in medical education, it would have to be organized and financed in such a way as to complement, rather than detract from the University's abilities to serve its other major educational endeavours. This conviction suggests that the University must move to attack the enormous difficulties of defining goals and models, establishing the requirements and conditions, and

III ACADEMIC DEVELOPMENT (Continued)

evaluating the alternatives for the future development of Health Science education. A wide range of careful investigations must be made, including:

- (i) health care oriented demographic studies of the Metropolitan Toronto area;
- (ii) studies of the optimal relationship between community-based health service operations and a health science centre;
- (iii) studies of the increasing interdependence of Health Science education and other university-based activities, arising both from the role of science in medicine and from the complex sociological, geographical, ecological, psychological, environmental and administrative problems involved in modern, comprehensive, regional approaches to health care.

Responsible future decision-making requires as careful and comprehensive an investigative effort as can possibly be mounted. York has made a start on such investigations and will be continuing studies this fall. But if the University is requested by the Province to give systematic consideration to the possibility of establishing a medical education facility, the University would require, if the study is to have the necessary breadth and quality, a substantial planning grant from the Health Sciences Fund.

III ACADEMIC DEVELOPMENT (Continued)

3. FLEXIBILITY

It has become very evident over the past few years that the optimum way of meeting the needs of undergraduate students is to have a great variety in programme offerings. This flexibility must appear both in combination of subject matter, that is, range of courses which may be selected, and in format. At the discretion of a University the flexibility of subject matter is readily handled within the traditional approach of five courses per year for three or four years. However, the flexibility of format may not so readily be possible in view of factors, such as the Operating Grants Formula, external to the University.

It is York's view that programme innovations and adjustments should be decided, in general, on academic merits and should not be significantly influenced by administrative ramifications however complex such may be. The University believes that past policies and decisions of the Committee on University Affairs reflect agreement with this view. The request York makes at this time is for the continuation in effect of the essential principle of allowing a University for grant purposes to define - in the light of the diverse needs of its various Programmes and Faculties - what constitutes a year of academic work. In line with this principle and past actions, discussions with the Department of University Affairs should resolve fairly and without financial penalty two specific changes, mentioned

III ACADEMIC DEVELOPMENT (Continued)

below, which are currently under consideration at York.

(a) Glendon College Proposal

In order to adjust a student's yearly workload to his needs and capability, it is proposed to declare a student full-time if he takes five courses or, with Faculty review and permission, takes four or six courses. For many students a heavier formal course load in one year would be balanced by a lighter load in another year; indeed, it is anticipated that only a small number of students would be permitted to take a four course load without formal course compensation in another year. This proposal should promote improved academic programmes and better academic success rates with no significant increase (and, perhaps, even a decrease) in overall costs.

(b) Faculty of Science Proposal

The Faculty of Science, to simplify its regulations regarding academic standing, to permit its students greater opportunity to take courses in other Faculties and to extend format flexibility, is proposing a form of credit system. The student will receive a Science degree when he has satisfactorily completed a minimum number of applicable courses.

It is anticipated that relatively few students will follow the new options available under this proposal and that a vast majority are likely to continue with the present format of five applicable courses. Most students

III ACADEMIC DEVELOPMENT (Continued)

wishing to take additional courses not applicable toward a Science degree will probably take them as sixth courses. Some may, however, choose to take them on a five-course-per-year basis and thereby require an additional year to graduate. The system would also permit a student - should such be appropriate to his capacity - to take four courses as a full year load. Finally, there is the possibility that a few students may wish to take only the courses required and the normal number of years for the degree, but do so in a different pattern, for example, in an Honours Programme in a 6-6-4-4 sequence rather than the present 5-5-5-5 mode.

4. OPEN UNIVERSITY TYPE PROGRAMME

One of the most attractive potential developments in Ontario is some form of "Open University" work. A principal feature of the method involves extensive use of television in the home or in other centres away from a university campus. The method has, however, other important features as well, including an integrated educational approach to the design of curricula, selection and study of reading materials, generation and viewing of television programmes, individual use of videotapes, various systems of tutorials, preparation of written work, and planned evaluation. "Open University" activities are directed toward the large number of people wanting to pursue university study, usually on a part-time basis, for whom attendance at a university campus or centre is not possible, feasible, or attractive.

III ACADEMIC DEVELOPMENT (Continued)

It is desirable that the purposes, feasibility, organization and operation of "Open University" type ideas be now examined in Ontario, and especially in Metropolitan Toronto. The availability of Channel 19 ETV and recent cable developments emphasize the urgency of such a planning study. An offering by a University such as York, or a consortia of existing universities including York, has real promise. Emphasis on part-time programmes, experience in television, availability of on-site television facilities, and work of the Centre for Continuing Education, together with the general scale and programme of the University, give York a major interest in these future developments. The University had hoped to offer - on an interim basis through Atkinson College - one course involving Channel 19 this year, but concluded that the desired educational quality could not be achieved so quickly and, therefore, is now making plans for a 1971-2 start. York would welcome discussion with other parties interested in the future developments in the field.

IV MATTERS OF SPECIAL CONCERN TO YORK1. CAPITAL FORMULA(a) Allowance For Full-Time-Equivalents From Part-Time Students

York recognizes the present allowance of 24 n.a.s.f. for a Full-Time-Equivalent from part-time students is only an interim measure and therefore suggests the following changes which would eliminate discrepancies and deficiencies that now exist: -

- the weighting scheme presently applied to full-time students be applied to part-time students;
- full-time-equivalents of daytime part-time students be given Capital Assistance Formula treatment to the same extent as full-time students for they use space additional to what is required by the full-time students rather than the space of the full-time students;
- part-time students registered in the fall term only be given the allowance, with those attending a third (or summer) session being treated in the manner of trimester students;
- the unrealistic figure of 24 n.a.s.f. be increased to at least 48 n.a.s.f. per "A" weight FTE student;
- and, finally, full-course registrations for undergraduate part-time students be divided by 5 rather than 6 to determine FTE's.

IV MATTERS OF SPECIAL CONCERN TO YORK (Continued)

(b) Weighting For Fine Arts

The academic development of the Faculty of Fine Arts is advancing very satisfactorily and the first year intake (1970-1) is already over 300, the equilibrium number of freshmen required in the ultimate planned enrolment of 1000. Consequently, serious attention is now being given to the detailed planning of long range facilities. At York the emphasis of Fine Arts is on studio course offerings along with theoretical studies. Art studio courses (painting, sculpture, graphic design, dimensional design, printmaking, photography) average ten studio hours per week. Similarly, students in the Film, Theatre Arts, Music and Dance Programmes take up to twenty-five hours of studio or workshop per week. Space per student station (often over 100 n.a.s.f.) is greater than it is for undergraduate science laboratories, and sometimes has the requirement of being available to only one student since his materials (e.g. an incomplete sculpture) cannot be routinely moved.

At present the weightings of the Interim Capital Assistance Formula in the area of the Fine and Applied Arts are:

IV MATTERS OF SPECIAL CONCERN TO YORK (Continued)

	<u>Fine and Applied Arts Presently</u>	<u>Music Presently</u>	<u>York's Contention For Fine Arts And Music</u>
Undergraduate	A (1.0)	B (1.5)	B (1.5)
Masters & First Stage Doctoral	B (1.5)	D (3.0)	D (3.0)
Second Stage Doctoral	C (2.0)	C (2.0)	E (4.0)

York's contention as indicated above, is that at least the weightings of Science should be utilized. Faculty members of Fine Arts with experience in the specifying of Fine Arts buildings and the Department of Campus Planning of the University have reviewed facilities at other universities and consistently found space provision in excess of what the present weighting in the Interim Capital Assistance Formula would provide.

(c) Weighting For Law

Based on the experience of preparing the specification requirements for the Osgoode Hall Law School, at which time facilities of other law schools were carefully studied, York contends that the weighting A(1.0) for Law in the Interim Capital Assistance Formula is insufficient. The library requirements of a law school are very great, particularly, if like Osgoode's it serves as a research library. Comparison of Law with graduate work in Business Administration, which has a weighting of B(1.5), leads York to submit that Law should also have a weighting of B(1.5).

IV MATTERS OF SPECIAL CONCERN TO YORK (Continued)

Such a weighting is supported by the design of the Osgoode Hall Law Building which is considered adequate - but not excessive - with 116,000 n.a.s.f. for a 1000 ultimate enrolment. When an assignment of approximately 26 n.a.s.f. per student is needed for central requirements, the present allowance for an Osgoode student becomes $116 + 26 = 142$ n.a.s.f. which is very much greater than the present weighting of A(1.0) would provide, but rather close to the 144 n.a.s.f. that would be available from a B(1.5) weighting.

2. REVISION OF THE OPERATING GRANTS FORMULA(a) Law Weighting

For some time now it has been apparent that the weighting for Law students in the Operating Grants Formula is low and a review is in order. The present factor of 1.5 was probably established on cost data concerning then current law school operations which had extremely high student to staff ratios. It is the improvement of this ratio, which has been significantly worse than the usual undergraduate ratio, and far from the accepted graduate ratio, that has been the major concern - along with the development of adequate library resources - of the Osgoode Hall Law School of York University. Moreover, even though most Law students are enrolled for a second baccalaureate degree their comparability to graduate students such as those in Category 5 is much greater than to Upper Year

IV MATTERS OF SPECIAL CONCERN TO YORK (Continued)

Honours students in Category 2. York is assisting the Committee of Deans of Ontario Faculties of Law Schools in its efforts to provide up-to-date cost data and bring to the attention of the Committee of Presidents of the Universities of Ontario and the Committee of University Affairs the inadequacy of the present weighting of 1.5 for Law.

(b) Counting Of Part-Time Students In Category 5

The part-time Master's of Business Administration programme, which at York has a large enrolment, advocates for academic reasons that a student advance his 10 course programme at a rate of at least one course per term. With the new procedure of counting a part-time graduate student as 0.3 of a Full-Time-Equivalent, the University receives in total

2.1 BIU's for a student averaging 1.5 courses per term

3.0 BIU's for a student averaging 1.0 courses per term as compared to the 4.0 BIU's routinely received for a full-time MBA student.

The University does not believe there was any intention with the 0.3 counting procedure to penalize a university following good academic policy, and therefore requests that Category 5 students be counted, as previously, on a course-registration basis. It is the University's

IV MATTERS OF SPECIAL CONCERN TO YORK (Continued)

understanding that few Category 5 students follow a thesis option and, consequently, the administration of the more fundamental course-registration counting procedure will not be burdensome.

3. SUPPLEMENTARY GRANT IN RECOGNITION OF THE QUALITY OF PROGRAMME OFFERED TO PART-TIME STUDENTS

In its 1969 Brief York described the University's policy of giving part-time students the opportunity of receiving an education of comparable quality to that available to those engaged in full-time study. At the same time it was indicated that the provision of quality programmes to part-time students is no less costly than the provision of quality programmes to full-time students. The University requested consideration be given to using a number lower than six in the division of full-course registrations to determine full-time-equivalents. Dean Crowe in a statement presented verbally to the Committee on University Affairs on December 15, 1969 modified this recommendation by suggesting that the divisor be 5 when a university, upon appraisal, satisfies certain criteria* which would determine whether it was putting into the education of part-time students an appropriate effort, and whether the education of part-time

*Amongst the standards of measurement there should be a consideration of the percentage of full-time faculty devoted wholly to the instruction of part-time students, the student-to-full-time-faculty ratio, the student-to-tutor ratio, the quality of programmes offered, the suitability of programmes for adult students, and the administrative and counselling facilities already available, or which the institution is prepared to make available.

IV MATTERS OF SPECIAL CONCERN TO YORK (Continued)

students was an integral, or marginal, part of the operation of the University.

In reply to the efforts of the University to date on this question, some have argued that no change of the Operating Grants Formula in respect of part-time students is called for in light of a principle of the Formula that it is to reflect "roughly the relative costs of the various types of instruction offered, but it is felt that no exact relationship is possible or necessary"; moreover, "the kind of formula proposed here is not intended to limit or control the expenditure of funds granted to the Universities" but rather the "formula's sole purpose is to determine" basic operating income. York accepts these basic premises of the Formula, but at the same time submits that a higher order premise was inherent in the Formula, namely, that the Formula would not contain unreasonable discrimination between one category of students and another. It is now evident that the Formula as it presently stands does discriminate against a University, such as York, which offers a quality programme to part-time students comparable to that which it offers to full-time students.

The University strongly supports the principle of quality programmes for part-time students. Not only does York believe in this principle for its own students - as can be seen from the record of the past eight years - but would support the application of the principle to part-time students throughout

IV MATTERS OF SPECIAL CONCERN TO YORK (Continued)

the province. It is clear that the costs associated with a quality programme are consistent with a division of course registrations by 5 rather than by 6 to obtain FTE's for part-time students in the application of the Operating Grants Formula. York's prime request therefore is that the change from 6 to 5 be made and that the change be applicable to all universities where quality programmes are being offered to part-time students.

It is the University's understanding that the Joint Sub-Committee on Finance has this problem presently under study and is now awaiting the results of a questionnaire circulated to all universities. York enthusiastically supports this study. Owing to the magnitude of the part-time programme at the University, York considers this matter one of great urgency and therefore repeats its position of 1969 that, should no resolution be reached prior to the 1971-2 fiscal year, a supplemental grant of \$760,000 be made in 1971-2 to the University. Such a grant would alleviate the penalty, presently assumed by the University, and, in turn, to a major extent by Atkinson College, in taking the lead in efforts to upgrade the educational opportunities for those studying on a part-time basis.

4. SUPPLEMENTARY GRANT FOR THE BILINGUAL AND BICULTURAL
NATURE OF THE GLENDON COLLEGE CURRICULUM

The University wishes to place again before the Committee on University Affairs the request made in the 1969 Brief that recognition be given to the unique bilingual and

IV MATTERS OF SPECIAL CONCERN TO YORK (Continued)

bicultural nature of Glendon College, with an emerging curriculum that is unlike that of any other college or university in Ontario. The nature of its programme can only be understood by seeing its students, not in separate streams of either French or English, but in both languages at once.

In view of the recent decision by the Federal Government to support financially the development of second language training - with emphasis, it seems, at the elementary and secondary education levels - the supply of teachers with a bilingual and bicultural outlook will be of critical importance. Graduates of the Glendon curriculum choosing to enter the teaching profession could contribute significantly throughout Canada to the success of the programme.

The success of this bilingual and bicultural programme is just beginning to appear. In order to attract students from a variety of social and cultural backgrounds, and to train them in their second language to a degree that enables them to study and articulate by their third and fourth years, the College requests for 1971-2 a special grant above formula.

5. SPECIAL GRANT FOR PREPARATORY EFFORT FOR THE
TEACHER EDUCATION PROGRAMME

Should progress in negotiations with the Department of Education toward the establishment of a Faculty of Education at York proceed in 1970-1 in such a manner that first year students entering the University in 1971-2 could begin the

IV MATTERS OF SPECIAL CONCERN TO YORK (Continued)

certification portion of their training in 1972-3, many tasks would need to be accomplished during the 1970-1 and 1971-2 academic sessions.

These tasks have been discussed in the University's 1969 Brief and include the appointment of a Dean and several senior staff, the design and development of curricula along with programme requirements and regulations, the production of a calendar, and the recruitment of personnel for 1972-3. Development of library resources, another major and most essential assignment, would take a period of several years and thus needs an immediate start. It would also be necessary for the University to have a substantial special grant if it is to carry out satisfactorily the preparatory efforts.

6. THE YORK COLLEGE SYSTEM

York University continues to be committed to its collegiate system, that is, to the ideal of smaller scale teaching, learning and social communities. York now has six Colleges at the York Campus which include in their membership the students of the Faculties of Arts, Science, Administrative Studies (undergraduates) and Fine Arts. The University will continue to put great emphasis on the college system - one of the University's most promising means of resistance to the threat of impersonalness and dehumanization implicit in the rate of growth already experienced and projected - and will consider this emphasis one of its main efforts. To enable the Colleges to function, however, a more

IV MATTERS OF SPECIAL CONCERN TO YORK (Continued)

adequate funding needs to be related to both roles the Colleges play: their extra-curricular social-cultural-intellectual activities and their academic contribution in the College Tutorial Programme.

It is recognized, for a number of complex reasons including the very high proportion of commuting students attending York, the tastes and interests of faculty members and the decreasing amount of capital finance which has been available for college construction, that the University has fallen short of its ideal. In particular, additional facilities are urgently needed to house College "F" and preliminary planning is required on the College "G" Building.

On the more positive side, the enthusiastic participation of the Colleges in a first year tutorial course, the recent emergence of genuine faculty communities within each College and the increasing vigour of the College Councils and student activities in the Colleges lead the University to believe that the college experiment commenced in 1965 remains viable and a critical element of the educational process at York.

The expectations for York's collegiate system and the demands upon the Colleges are high; but York has an earnest concern for these aspirations and recognizes the provision of sufficient support for their realization and sustainment is now a matter of considerable urgency.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS

With the continuing rapid expansion of the Ontario University system, both in size and complexity, the desirability of province-wide planning of university education has become increasingly apparent. York, therefore, welcomes the detailed enquiry outlined in the agenda proposed by the Committee on University Affairs and the intended aggregation of information for the Ontario University system as a whole. Resultant studies should be of considerable assistance to all the universities in their efforts toward maximum use of available resources.

1. REVIEW OF CURRENT PROGRAMMES(a) Efforts By York University To Co-Ordinate Programme Offerings With Other Provincially-Assisted Universities

Being fully aware of the academic merits as well as the financial savings to be effected in the Ontario University system by a co-ordination of efforts amongst the universities, York University always has been, and continues to be, willing to pursue various routes of co-operation. Furthermore, since programmes at York obviously have been developed only recently and have intentionally been made non-duplicative of established programmes at other universities, the need for limitation - a negative, but equally important, form of co-operation - has in many instances been implicitly accepted by York. (It is recognized that a university is not likely to announce a self-denying ordinance against the development of certain academic

TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

areas, but on the other hand, may tacitly follow a need for limitation.)

The University - as indicated by actions of the Faculty of Arts - has also shown willingness to operate on the principle of release-time teaching whereby a York faculty member is permitted to have a part of his normal teaching load at another university and to receive from it a pro-rated portion of his salary. Indeed, York would encourage the adoption of this principle on a province-wide basis with beyond salary reimbursements limited to small honoraria and adequate travel and living allowances.

Listed below are specific examples of York's involvement in inter-university co-ordination.

(i) Undergraduate Level

Faculty of Arts

In almost every department and division within the Faculty of Arts attempts have been made to establish good relations with other Provincially-Assisted Universities, and in particular, to establish special relations with the University of Toronto. The Faculty has established a principle of release-time teaching between York and Toronto.

Department of Economics - A fourth year Honours course - Selected Topics in Economics - has been established to provide a framework for special offerings at York or the possibility of a York student taking a special topic at another university.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

Department of French Literature - The Department consults frequently with the University of Toronto in order to guard against duplication or overlapping of interests.

Department of Geography - In developing York's present curriculum there has been careful consideration of programmes at other universities. York students concentrate in one of Economic, Historical, Cultural, or Urban Geography, or limited aspects of Physical Geography. The Department in maintaining close relations, both formal and informal, with departments in other universities has participated actively in the processes of interdepartmental consultation and co-operation.

Department of History - The Department, recognizing the benefits to faculty and students from inter-university co-operation, particularly at the graduate level, hopes that within a year or two formal measures will have been taken by York and Toronto to co-ordinate programmes and library acquisitions.

Division of Linguistics and Language Training - One of the Division's first year French programmes has been adopted by the University of Western Ontario. Faculty members at Queen's and Toronto have also expressed interest.

Department of Physical Education - Problems common to the Ontario universities are discussed through the Ontario Council of University Directors of Schools of Physical Education.

Department of Philosophy - Chairmen of Philosophy Departments in Ontario meet regularly to discuss matters of mutual concern such as areas of specialization of various universities and the development of graduate programmes.

Department of Psychology - Meetings of chairmen of Psychology Departments in Ontario are held regularly. Co-operation is taking place among the institutions to avoid duplication and permit maximum flexibility in the various programmes.

Division of Social Science - Even though York's first year programme is unique and not comparable with those of other universities, co-operation with other institutions has nevertheless

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

occurred in several areas, as follows:

- Consultations have taken place with Queen's and Carleton concerning comparisons of structure.
- Consultations with related programmes at Toronto and McMaster in regards Urban Studies have occurred in order to co-ordinate study of the Metropolitan Toronto and Hamilton areas.
- York has been instrumental in drawing together a large number of Ontario universities to co-ordinate and strengthen related studies in Social and Political Thought.

Department of Sociology - During the past year very close co-operation and rapport has been developed with other Sociology Departments in Ontario through sharing of visiting lectureships and special events.

Programme in Asian Studies - The Faculty of Arts has adopted a self-imposed restriction to the modern period and has held numerous discussions with the relevant individuals at Toronto and Guelph in order to harmonize Asian Studies at the three universities. In addition, the Faculty of Fine Arts has been involved in these efforts, and welcomes the opportunity to contribute strength to collaborative programmes in fields such as East Asian art history, dance performance, and ethnomusicology.

Faculty of Science

The Faculty of Science has very carefully avoided unnecessary duplication of expensive courses and programmes which are available at nearby universities. For example, York does not offer specialization in high energy physics, nuclear physics or radio chemistry, these being specialties at Toronto and McMaster. The Faculty of Science has proposed and is conducting

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

a feasibility study of possible closed circuit television links between York and the various University of Toronto campuses for the purpose of sharing resources available in selected areas. The Department of Biology has had a joint field course at Queen's University Biology Station at Lake Opinicon with planned expansion in 1970-1 to include Carleton University and an additional field station in Algonquin Park.

Glendon College

The curriculum of Glendon College, with its special bilingual emphasis, does not duplicate anything that is being done in Ontario, or perhaps in Canada. The unusual features of the programme, however, may also provide opportunities for co-ordination with other post-secondary institutions, particularly, in language training and bilingualism. The Departments of History, Philosophy and Sociology are closely related to those of the Faculty of Arts and are prepared to co-operate in co-ordination efforts among Ontario universities.

(ii) Graduate Level

York does not have formal co-operative graduate teaching arrangements with other Ontario universities. As the Committee on University Affairs will know the matter is a complex one which is under discussion in

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

the Ontario Council on Graduate Studies, with early examples of joint programmes having already revealed some of the difficulties that have to be solved.

Though the University does not have concrete plans for joint programmes, several other co-operative efforts may be mentioned.

Faculty of Graduate Studies - With other universities, York has accepted and actively supports the schemes by which students may take one, or in exceptional circumstances, several courses for credit at another university. Naturally our closest understanding is with the University of Toronto and the movement of students in both directions, though not great, is increasing. There is thus no need to offer a seminar for one or two students if they can take the same seminar at the other place.

An understanding has been reached between York and the University of Toronto in a number of research areas where the work in progress has teaching implications. For example, though the inter-university co-operation in Transport Studies has a research focus, the preliminary work has resulted in the identification of the type of combined degree programme that would be appropriate for someone with transport interests. Discussion of this type of project has resulted in a close and most welcome working relationship.

Co-operation by limitation of field has occurred; for example, the new Doctoral Programme in Biology has a restrictive specialization in molecular, cell and population biology; doctoral students in English are admitted only if their research interests lie in modern (post-1800) English, American and Canadian literature; the Doctoral Programme in Psychology has clearly designated fields of research and graduate teaching; and so on. In other words, York has from the beginning accepted the principle that new graduate programmes should confine their work, by and large, to areas of evident strength. Consequently, the likelihood of duplication is reduced.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

Faculty of Administrative Studies - The marketing group has sponsored several symposia with personnel of other institutions. When visitors are at York under the auspices of a distinguished lecture series, the University invites faculty members from other universities to attend.

Faculty of Environmental Studies - A basic premise of the Faculty is to have co-operative arrangements in regard to programmes, staffing and research. To date efforts have been very successful within York, but since the programme has been so recently initiated, co-operative efforts have not yet been established externally. However, it is York's firm intention to have exchange arrangements with other universities as soon as possible.

(b) Detailed Presentation Of Graduate Enrolment Data

- (i) Enrolment In 1969-70 And 1970-71 (Estimated) Of Masters And Doctoral Candidates - Forms A, B, and K do not appear in the Brief. By Senate resolution, York is reserving its position on the completion of these forms which involve complex issues. Additional consideration must be given to various uncertainties presently existing, such as the validity of the citizenship information now at hand and the legal position of the University in the soliciting and release of data of a private nature concerning members of the York community.

York over the years has been very conscious of the source (national origin) of graduate students. Indeed, the University has a deep conviction that a balanced spectrum of national origins among its students is an enrichment to the University, Ontario and Canada. To distinguish fairly between Canadian citizens and landed immigrants is very difficult; consequently, the number and percentage of foreign students is the factor of continuing concern to the University. The present distribution in total, with 16% foreign students, appears to the University to be quite valid. Admissions to certain programmes are, nevertheless, being carefully

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

watched. It should be noted that the effect of any remedial action, should a different percentage of foreign students be determined as desirable, is not fully felt for two or more years since a graduate student spends several years on campus.

- (ii) Sources Of Intake Of New Graduate Students In 1969-70 And 1970-71 (Estimated) - Forms A, B, and K do not appear in the Brief. By Senate resolution, York is reserving its position on the completion of these forms which involve complex issues. Additional consideration must be given to various uncertainties presently existing, such as the validity of the citizenship information now at hand and the legal position of the University in the soliciting and release of data of a private nature concerning members of the York community.

The intake of foreign students in 1970-1 has been such that the fraction of foreign students in total rises slightly, but as indicated above, only to a value which is considered to be acceptable to the University.

- (iii) Degrees Awarded, By Level, From 1964-5 to 1969-70 And Projections 1970-1 To 1975-6 - See Form C

There has been a slight trend toward the non-thesis option in master's programmes.

- (iv) Projections Of Enrolment Year By Year For The Next Five Years - See Form D

As indicated above, York's choice of new programmes has been such as not to duplicate unnecessarily the efforts of other universities. Consequently, many of York's graduate offerings are uniquely oriented and

	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
	Actual	Actual	Actual	Actual	Actual	Actual	Estimated	Estimated	Estimated	Estimated	Estimated	Estimated

ENGINEERING

Master's
Doctoral

LIFE SCIENCES

Master's
Doctoral

HEALTH SCIENCES

Master's
Doctoral

EDUCATION

Master's
Doctoral

BUSINESS

Master's
Doctoral

OTHER (ENVIRONMENTAL STUDIES, ETC.)

Master's
Doctoral

Notes: (1) Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).

Finland Branch
6/10/70

GRADUATE ENROLMENT DATA
PROJECTED GRADUATE ENROLMENT (FULL-TIME AND PART-TIME) BY DISCIPLINE AREA

Form CUA-70-D

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
AGGREGATE FIGURES						
Full-time: - Master's	563	734	909	1087	1198	1278
- Doctoral	289	357	402	458	507	540
- Total	852	1091	1311	1545	1705	1818
Part-time: - Master's	713	820	926	1021	1142	1187
- Doctoral	13	4	4	4	4	4
- Total	726	825	930	1025	1146	1191
BREAKDOWN BY DISCIPLINE AREA						
HUMANITIES (Language & Literature)						
Full-time: - Master's	44	66	71	81	81	83
- Doctoral	22	18	19	21	23	24
- Total	66	84	90	102	104	107
Part-time: - Master's	10	20	20	20	20	20
- Doctoral	3	-	-	-	-	-
- Total	13	20	20	20	20	20
HUMANITIES (History, etc.)						
Full-time: - Master's	20	18	20	21	22	23
- Doctoral	35	43	45	47	50	54
- Total	55	61	65	68	72	77
Part-time: - Master's	-	-	-	-	-	-
- Doctoral	-	-	-	-	-	-
- Total	2	-	-	-	-	-
SOCIAL SCIENCES (General)						
Full-time: - Master's	145	134	135	149	150	160
- Doctoral	167	208	231	251	273	290
- Total	312	342	366	400	423	450

		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
<u>SOCIAL SCIENCES (General) (continued)</u>							
Part-time:	- Master's	5	26	32	38	45	51
	- Doctoral	7	4	4	4	4	4
	- Total	12	30	36	42	49	55
<u>SOCIAL SCIENCES (Regional, etc.)</u>							
Full-time:	- Master's	31	39	46	52	52	52
	- Doctoral	0	4	9	10	11	12
	- Total	31	43	55	62	63	64
Part-time:	- Master's	27	10	14	18	22	26
	- Doctoral	0	-	-	-	-	-
	- Total	27	10	14	18	22	26
<u>PHYSICAL SCIENCES</u>							
Full-time:	- Master's	29	37	49	51	48	54
	- Doctoral	58	62	68	82	93	91
	- Total	87	99	117	133	141	145
Part-time:	- Master's	2	-	-	-	-	-
	- Doctoral	3	-	-	-	-	-
	- Total	5	-	-	-	-	-
<u>MATHEMATICAL SCIENCES</u>							
Full-time:	- Master's	13	28	31	35	35	35
	- Doctoral	0	0	0	-	-	-
	- Total	13	28	31	35	35	35
Part-time:	- Master's	12	10	10	10	10	10
	- Doctoral	0	0	0	-	-	-
	- Total	12	10	10	10	10	10
<u>ENGINEERING</u>							
Full-time:	- Master's						
	- Doctoral						
	- Total						

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
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ENGINEERING (continued)

Part-time:	- Master's					
	- Doctoral					
	- Total					

LIFE SCIENCES

Full-time:	- Master's	34	35	32	33	34
	- Doctoral	7	12	18	20	26
	- Total	41	47	50	53	60

Part-time:	- Master's	0	-	-	-	-
	- Doctoral	0	-	-	-	-
	- Total	0	-	-	-	-

HEALTH SCIENCES

Full-time:	- Master's					
	- Doctoral					
	- Total					

Part-time:	- Master's					
	- Doctoral					
	- Total					

EDUCATION

Full-time:	- Master's					
	- Doctoral					
	- Total					

Part-time:	- Master's					
	- Doctoral					
	- Total					

BUSINESS

Full-time:	- Master's	11	12	11	77	45
	- Doctoral	11	12	11	15	30
	- Total	22	24	22	92	75

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
<u>BUSINESS (continued)</u>						
Part-time: - Master's	655	755	850	935	1045	1080
- Doctoral	0					
- Total	655	755	850	935	1045	1080
<u>OTHER (ENVIRONMENTAL STUDIES, ETC.)</u>						
Full-time: - Master's	19	125	200	288	321	337
- Doctoral	0	0	0	12	14	18
- Total	19	125	200	300	335	355
Part-time: - Master's				-	-	-
- Doctoral				-	-	-
- Total				-	-	-

Notes: 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).

2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.

3. Enrolment reported for 1970-71 to be latest estimates available of 1970-71 actuals.

4. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).

Finance Branch

6/10/70

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

can be expected to attract wide interest and large numbers of applicants; for example, Environmental Studies, the Doctoral Programme in Economics with its new specialization field of economic structure, policy and planning, the doctoral offering in Administrative Studies, the Doctoral Programme in Biology with molecular, cell, and population specializations.

York is thus satisfied that the projections provided herein, which are for the most part figures derived from Ontario Council on Graduate Schools appraisal briefs and therefore have been discussed thoroughly both inside and outside the University, represent a very desirable growth rate. Moreover, a Faculty of Graduate Studies of the size indicated is needed to maintain an appropriate balance in respect of academic programmes, teaching and research in the overall development of the University.

(v) Sources Of Support For Graduate Students
Enrolled In 1969-70 - See Form E

(c) General And Honours Programmes In Arts And Science

(i) Differentiation Between General And Honours Programmes

In the Faculty of Arts, the Faculty of Science, Atkinson College, and Glendon College, the Honours and Ordinary Programmes are not two distinct pro-

GRADUATE ENROLMENT DATA
 SURVEY OF ANNUAL FINANCIAL RESOURCES FOR THE
 SUPPORT OF FULL-TIME GRADUATE STUDENTS, 1969-70 ACTUAL

Instructions: Indicate the number of students receiving any support.
 (double-counting is anticipated).

Discipline Area	Scholarships and Bursaries		Research Grants		Remuneration		P.O.S.A.P.	Not Supported under Any of Categories 1-7
	P.O.G.	Other	Federal Agencies	Other	Teaching Assistantships	Other University		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
AGGREGATE FIGURES								
Full-time:	70	10	57	29	117	225	14	138
- Master's	54	30	57	27	107	108	6	6
- Doctoral	124	40	114	56	224	333	20	144
BREAKDOWN BY DISCIPLINE AREA								
HUMANITIES (Language & Literature)								
Full-time:	17	1	0	0	0	41	4	2
- Master's	2	0	0	0	5	5	1	0
- Doctoral	19	1	0	0	5	46	5	2
HUMANITIES (History, etc.)								
Full-time:	3	0	0	0	9	11	0	1
- Master's	8	5	0	0	11	14	2	2
- Doctoral	11	5	0	0	20	25	2	3
SOCIAL SCIENCES (General)								
Full-time:	32	3	9	29	29	65	4	6
- Master's	36	20	19	27	47	59	1	3
- Doctoral	68	23	28	56	76	124	5	9

Discipline Area	Scholarships and Bursaries		Research Grants		Remuneration		P.O.S.A.P	Not Supported under Any of Categories 1-7
	P.O.G (1)	Other (2)	Federal Agencies (3)	Other (4)	Teaching Assistantships (5)	Other University (6)		
<u>SOCIAL SCIENCES (Regional, etc.)</u>								
Full-time:	8	0	1	0	17	10	3	0
- Master's	0	0	0	0	0	0	0	0
- Doctoral	8	0	1	0	17	10	3	0
- Total								
<u>PHYSICAL SCIENCES</u>								
Full-time:	2	4	27	0	30	24	2	0
- Master's	8	5	38	0	44	30	2	1
- Doctoral	10	9	65	0	74	54	4	1
- Total								
<u>MATHEMATICAL SCIENCES</u>								
Full-time:	4	2	1	0	13	15	1	0
- Master's	0	0	0	0	0	0	0	0
- Doctoral	4	2	1	0	13	15	1	0
- Total								
<u>ENGINEERING</u>								
Full-time:								
- Master's								
- Doctoral								
- Total								
<u>LIFE SCIENCES</u>								
Full-time:	4	0	19	0	19	19	0	0
- Master's	0	0	0	0	0	0	0	0
- Doctoral	4	0	19	0	19	19	0	0
- Total								

Discipline Area	Scholarships and Bursaries		Research Grants		Remuneration		Page 1 (c) P.O.S.A.P.	Not Supported under Any of Categories 1-7
	P.O.G. (1)	Other (2)	Federal Agencies (3)	Other (4)	Teaching Assistantships (5)	Other University (6)		
<u>EDUCATION</u>								
Full-time:								
- Master's	0	0	0	0	0	40	0	129
- Doctoral	0	0	0	0	0	0	0	0
- Total	0	0	0	0	0	40	0	129
<u>BUSINESS</u>								
Full-time:								
- Master's	0	0	0	0	0	0	0	0
- Doctoral	0	0	0	0	0	0	0	0
- Total	0	0	0	0	0	0	0	0
<u>OTHER (ENVIRONMENTAL STUDIES)</u>								
Full-time:								
- Master's	0	0	0	0	0	0	0	0
- Doctoral	0	0	0	0	0	0	0	0
- Total	0	0	0	0	0	0	0	0

Notes: 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).

2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.

3. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).

4. Support levels should be reported on an annual basis, i.e. in relation to an entire academic year of the programme for which a student is registered.

NUMBER OF STUDENTS BY LEVEL OF SUPPORT

DISCIPLINE AREA		NONE	\$1-500	\$501-1,000	\$1,001-2,000	\$2,001-3,000	\$3,001-4,000	\$4,001-5,000	\$5,001+	TOTAL
<u>PHYSICAL SCIENCES</u>										
Full-time:	- Master's	0	0	0	0	11	16	3	0	30
	- Doctoral	1	0	2	0	4	32	6	0	45
	- Total	1	0	2	0	15	48	9	0	75
<u>MATHEMATICAL SCIENCES</u>										
Full-time:	- Master's	0	1	0	1	0	1	14	0	17
	- Doctoral	0	0	0	0	0	0	0	0	0
	- Total	0	1	0	1	0	1	14	0	17
<u>ENGINEERING</u>										
Full-time:	- Master's									
	- Doctoral									
	- Total									
<u>LIFE SCIENCES</u>										
Full-time:	- Master's	0	0	0	0	7	12	0	0	19
	- Doctoral	0	0	1	0	0	0	0	0	1
	- Total	0	0	1	0	7	12	0	0	20
<u>HEALTH SCIENCES</u>										
Full-time:	- Master's									
	- Doctoral									
	- Total									
<u>EDUCATION</u>										
Full-time:	- Master's									
	- Doctoral									
	- Total									
<u>BUSINESS</u>										
Full-time:	- Master's	129	30	8	2	0	0	0	0	169
	- Doctoral	0	0	0	0	0	0	0	0	0
	- Total	129	30	8	2	0	0	0	0	169

NUMBER OF STUDENTS BY LEVEL OF SUPPORT

DISCIPLINE AREA	NUMBER OF STUDENTS BY LEVEL OF SUPPORT							TOTAL
	NONE	\$1-500	\$501-1,000	\$1,001-2,000	\$2,001-3,000	\$3,001-4,000	\$4,001-5,000	\$5,001+
OTHER (ENVIRONMENTAL STUDIES)								
Full-time:								
- Master's	0	0	0	0	0	0	0	0
- Doctoral	0	0	0	0	0	0	0	0
- Total	0	0	0	0	0	0	0	0

Notes: 1. Do not include "qualifying year" students (as this term is defined in the Report on the Counting of Graduate Students).

2. Enrolment basis: Student numbers enrolled: "as at" December 1st of each year.

3. Discipline areas are as defined in "Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 ----" (C.P.U.O. Research Division, May 11, 1970).

4. Support levels should be reported on an annual basis, i.e. in relation to an entire academic year of the programme for which a student is registered.

5. Total students reported should be identical with those reported on Form CUA-70-A.

Finance Branch

6/10/70

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

grammes of study. Rather, the distinction is made, by and large, on the basis of (1) the level of achievement attained by a given student, and (2) the desire to remain in the programme for four instead of three years. The present differentiation in the Operating Grants Formula does not, therefore, reflect the fact that the same quality of faculty and the same access to seminars and small-group instruction are available to both Honours and Ordinary Programme students at York. For the above reasons, as well as for administrative simplification in the application of the Operating Grants Formula, which was intended "to be as simple as possible consistent with achieving its objectives", York supports the discontinuance of the differentiation between Honours and General Programmes for Operating Grants Formula purposes on the assumption, of course, that the common weighting is judiciously chosen. Should significant financial hardship or advantage result for any university owing to the introduction of a common weighting, consideration should be given to a two year phasing of the change. It is also assumed that certain undergraduate programmes, given at York only at the Honours level (for instance, Fine Arts, Administrative Studies, Physical Education), which are presently recognized by the Formula as being somewhat more costly, would continue to be so recognized. Special attention

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

would also be asked for the Glendon College enrolment since the College's announced goal is to become a mainly residential college for Honours Programme students where curriculum experimentation would be of considerable importance.

(ii) Single Weight For Arts And Science

The original drafting of the Formula gave recognition to the difference, assumed at the time, in the costs of arts and science programmes. Until evidence from carefully developed cost studies is available which shows this assumption is not valid, York would not be prepared to support a single weight. Notwithstanding the premises of the Operating Grants Formula, a "steering effect" - away from the development of science programmes - might take place with serious repercussions if the single weight were adopted at a time when costs actually were not approximately the same.

(d) Health Science Programmes - Not applicable to York.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

2. FACTORS AFFECTING LEVELS OF UNIVERSITY SUPPORT(a) Detailed Presentation Of Types And Sizes Of Classes(i) Summary Of Data Submitted For CPUO Survey - See Form H

York has completed Form H in accordance with instructions, but views the presentation of class size data in this manner as of little validity for internal purposes since (1) courses for part-time students are excluded although they form part of the degree instruction programme of the University; (2) "Total contact hours/week per student" is affected by, but does not allow, estimation of the effect of cross enrolments between discipline programmes and course offerings, and (3), on the undergraduate page, first year classes appear only in the rows entitled "Faculty of Science" and "Total" because most first year students cannot be readily assigned to discipline areas.

Form H is submitted with no further comment at this time on the assumption that a carefully designed study of the question of class size is in progress and from it a preliminary analysis will soon be available.

(ii) New Approaches To Teaching And Learning

The University, since its inception, has been

**SUMMARY OF CLASS SIZE SURVEY DATA FOR
1969 REPORTED TO THE COMMITTEE OF PRESIDENTS
FREQUENCY DISTRIBUTION OF CLASS SECTIONS**

☒ YEARS 1-6 Undergraduate
☐ Year 7 Graduate

UNIVERSITY YORK

SECTION SIZE	0-3			4-10			11-20			21-40			41-80			81-160			161-300			301+			AVERAGE SECTION SIZE (4)	TOTAL STUDENT CONTACT HOURS PER WEEK	TOTAL F.T.E. ENROLLMENT FALL TERM (5)	TOTAL CONTACT HOURS/WEEK PER STUDENT
	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU				
PURE HUMANITIES	6			31			46			22			16			5			2						18.5	14343		York University's program structure does not lend itself to breakdown of enrolments by year level and discipline as required for meaningful entries in these columns.
APPLIED HUMANITIES																									36.3	1921		
PURE SOCIAL SCIENCES	2			25			23			39			37			15			8						57.6	35827		
APPLIED SOCIAL SCIENCES	1						6			15			18			15			3						79.4	14782		
PURE BIOLOGICAL SCIENCES				1			4			5			2												24.4	1338		* Excluding Lib. Sc. ** Excluding Math and Comp. Sc., but in- cluding Lib. Sc. and Nat. Sc. *** The data shown do not include courses taught exclusively for part-time students, i.e. Atkinson College courses are excluded.
APPLIED BIOLOGICAL SCIENCES																									17.9	-		
PURE PHYSICAL SCIENCES	11			26			15			10			9			2									18.1	4625		
FACULTY OF SCIENCE	3			13			10			21			13			3			13						52.1	19907		
TOTAL	22			96			135			121			115			52			43						21.4	53271	3003	17.7 Year 1
				4			60			56			3						2						20.5	72836	4171	17.5 Yrs2-6
				74			976			103			103			8									24.2	126107	7174	17.6 Yrs1-6

NOTES AND INSTRUCTIONS:

- (1) Data will agree with and be based upon CPUO survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.
- (2) This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate.
- (3) Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.
- (4) Average Section Size = Total of Course Enrolments ÷ Total Number of Sections.
- (5) As per Forms UA3 Submitted December 1969, distributed according to D.P.S. Discipline Groupings used in the Survey.

IMPORTANT The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself to CPUO.

**SUMMARY OF CLASS SIZE SURVEY DATA FOR
1969 REPORTED TO THE COMMITTEE OF PRESIDENTS
FREQUENCY DISTRIBUTION OF CLASS SECTIONS**

☐ YEARS 1-6 Undergraduate
☒ Year 7 Graduate

UNIVERSITY YORK

SECTION SIZE	0-3			4-10			11-20			21-40			41-80			81-160			161-300			301+			AVERAGE SECTION SIZE (4)	TOTAL STUDENT CONTACT HOURS PER WEEK	TOTAL F.T.E. ENROLMENT FALL TERM (5)	TOTAL CONTACT HOURS/WEK PER STUDENT
	DIS- TYPE CIPLINE AREA	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU	LE	LA	TU			
PURE HUMANITIES				4																						566	81	7.0
APPLIED HUMANITIES																												
PURE SOCIAL SCIENCES				4																						1662	233	7.1
APPLIED SOCIAL SCIENCES				2																						5427	338	16.1
PURE BIOLOGICAL SCIENCES				5																						290	21	13.8
APPLIED BIOLOGICAL SCIENCES																												
PURE PHYSICAL SCIENCES				12																						451	99	4.6
APPLIED PHYSICAL SCIENCES																												
TOTAL				23				13																		8396	772	10.8

NOTES AND INSTRUCTIONS:

- (1) Data will agree with and be based upon CPUO survey requirements as set out in Memorandum dated 14th July, 1970 - re Analysis of section size information.
- (2) This form is to be completed twice, once for years 1-6 undergraduate, and once for year 7-graduate.
- (3) Le - Lecture; La - Laboratory; Tu - Tutorials and Seminars.
- (4) Average Section Size = Total of Course Enrolments ÷ Total Number of Sections.
- (5) As per Forms UA3 Submitted December 1969, distributed according to D.B.S. Discipline Groupings used in the Survey.

IMPORTANT The class size spectrum used here anticipates prematurely the spectrum which only the basic data itself will indicate as most appropriate. For this and other reasons this summary is very much secondary to the provision of the data itself to CPUO.

York Note - Classes in the part-time MBA/MPA (evening) programme are omitted.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

constantly experimenting with new approaches to teaching and learning. In its experimentation, York has, in general, given priority to academic improvement rather than increased productivity.

Various combinations of lectures, tutorials, and large classes have been utilized; television has been used; the unstructured college tutorial has been introduced; independent study and independent research programmes are available; and pass/fail options and ungraded credit and non-credit options are being tested and evaluated. This type of experimentation will naturally be continued, with the abandonment of those innovations which experience suggests will not achieve the desired teaching-learning results and the development of those that do.

Glendon College has been developing a number of new approaches including:

The opportunity for students to learn in both English and French, rather than in separate streams.

The opportunity for Anglophone students at the first-year level to take double credits in French in order to prepare for more advanced study in the second language.

The opportunity for students to relate actual and applied work in social service to basic theoretical studies, obtaining academic credit for both.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

The Faculty of Fine Arts has introduced severely limited-enrolment studio classes which, naturally, entail greater costs. This increase in cost can be offset to some degree by scheduling larger lecture classes in the introductory areas of history and theory, but such an approach is not ideal and may, indeed, create student problems ranging from feelings of exclusivity to total alienation. The central role of small studio classes, geared carefully to the level of attainment of the students, clearly results in costs of a greater magnitude than would be involved in the more traditional lecture/large group instruction approach to teaching in the Fine Arts.

The Faculty of Arts, the Faculty of Science and Glendon College have been giving serious study, as indicated above, to the definition of a year of study. A potential result of such redefinition could well be a greater emphasis on independent study and less on formal instruction.

(iii) Effects Of Educational Technology On Class Patterns

Strong encouragement is given at York to the utilization of instructional technology, and as a consequence wide application and significant success in re-inforcing learning in virtually all disciplines

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

has occurred. The Department of Instructional Aid Resources has had the primary responsibility for the development and provision of the wide range of audio-visual media, television facilities and, in part, the language laboratories that the University now has available. Experimentation has also been initiated in computer-assisted instruction.

The University is convinced that films, videotapes, sound recordings, slides and other forms of audio-visual media have an important role to play in the enhancement of individual or class instruction to large numbers of students. But it also realizes that large scale experimentation with electronic media, in an effort to change the conventional models of teacher-student relationships, is only possible if academic specialists are prepared to put significant effort into the development of the programming or new curriculum content - "soft-ware" - to enable the effective syntheses of technology, small-group tutorials, seminars, individual counselling, and other approaches. Consequently, increased attention must be given to providing financial support for the required evaluation, experimentation and innovation of "soft-ware".

Use of technology for instruction is likely to have increased educational payoffs in the future and,

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

therefore, is a particularly desirable area for co-operative study and united effort by the Ontario universities.

(b) Resource Allocation - University Operating Funds

- (i) Budget Allocations For Major Salary And Non-Salary Categories For The Years 1969-70 (Actual) 1970-1 (Estimated) and 1971-2 (Projected) - See Form I
- (ii) University Comments On Adequacy Of Patterns Indicated In (i)

Final audited figures for the 1969-70 operating year are not available at this time.

A comparison of the preliminary 1969-70 operating results with the 1970-1 budget and the indications for 1971-2 show that the University is in a cost squeeze situation. Operating expenditures - in particular, salaries - are increasing more rapidly than income.

The University, to cope with such pressures, must attempt to find an increasing amount of private funds for operating purposes and must continue its efforts to effect economies and increase efficiencies in its operations without taking away from the essential academic needs of its programmes. The University must continue to give good value from its available resources, keeping in mind the quality of its academic

STATEMENT OF THE FINANCING OF OPERATIONS - Page 1

	Preliminary 1969-70 Actual (\$000's)	1970-71 Official Budget(7) (\$000's)	1971-72 Projected (6) (\$000's)
All gross expenditures of the University other than on Capital Account	34,111	45,580	
<u>LESS:</u> (a) Assisted/Sponsored Research	2,203	2,850	
(b) Principal and interest payments on capital indebtedness	5,499	7,002	
(c) Student aid	30	35	
(d) Ancillary enterprises (as per Form J)	4,088	5,307	
(e) Costs of programs in education, if any (Note 1)	Nil	Nil	
Total exclusions	11,820	15,194	
Remainder - representing operating expenditures eligible for formula and other operating grant support (analysed on page 2)	23,291	30,386	
<u>Sources of Financial Support for Above:</u>			
(a) Basic operating income (weighted enrol- ment * x unit value) **	21,476	28,408	
(b) Other operating grants ***	231	270	
(c) Balance	1,584	1,708	
Total (equal to Remainder above)	23,291	30,386	

Note 1: For 1969-70 and 1970-71 deduct amounts representing total allowable operating expenditures taken into account in arriving at grants for teacher education programs. For 1971-72 deduct amount representing 5% escalation in the budget on a per student basis.

* For 1970-71, official budget figure of weighted enrolment.

Finance Branch
14/8/70

York Notes: ** "Basic operating income" contains applicable fees of 4,642 in 1969-70 and 5,731 in 1970-71; "Balance" contains student fees over applicable fees of 545 in 1969-70 and 685 in 1970-71.

*** "Other operating grants" include NRC Computer Grant of 81 and DUA Grant for Faculty of Fine Arts of 150 in 1969-70, and NRC Computer Grant of 76 and DUA Municipal Tax Grant of 194 in 1970-71.

STATEMENT OF THE FINANCING OF OPERATIONS - Page 2

	Preliminary 1969-70 Actual		1970-71 Official Budget		1971-72 Projected	
<hr/>						
1.Enrolment of the university weighted in accordance with the Operating Grants Formula (1)						
(i) Projected (official)				17,217		
(ii) Used in official budget of the university				17,217		
(iii) Latest estimate				17,217	(Probably	21,300
(iv) Actual	13,806		low; new estimate available after 1970-1 registration)			
	Total Amount	Per unit of weight- ed Enrol- ment	Total Amount	Per unit of weight- ed Enrol- ment (2)	Total Amount	Per unit of weight- ed Enrol- ment
	(\$000's)		(\$000's)		(\$000's)	
<hr/>						
2.Total operating expenditures, as per Page 1(5)						
	23,291	1,687	30,386	1,765		
<u>Less:</u> (i)All academic salaries(3) (full-time, part-time graduate assistant- ships and other class- room instructional salaries)						
	10,420	755	13,772	800		
(ii)Fringe Benefits related to above	969	70	1,377	80		
<hr/>						
Balance, All other operating expenditures	11,902	862	15,237	885		
<hr/>						
<u>Breakdown of all other Operating expenditures:</u>						
1. <u>All furniture and equip- ment</u>	62	4	94	5		
2. <u>Library:</u>						
-Library Acquisitions	972	70	1,111	65		
-Salaries and wages of library staff	1,066	77	1,550	90		
-Fringe benefits related to above	61	4	113	7		
3. <u>Plant maintenance(4)</u>						
-Salaries and wages	2,019	146	2,398	139		
-Fringe benefits related to above	186	13	192	11		
-Other	364	26	800	46		
4. <u>Remainder:</u>						
-Salaries and wages	4,547	329	5,813	338		
-Fringe benefits related to above	364	26	465	27		
-Other objects of expenditure	2,261	164	2,701	157		
TOTAL (as above)	11,902	862	15,237	885		

- NOTES: (1) This, of course, may be greater than the eligible number of basic income units.
 (2) Basis of calculation: weighted enrolment used in official budget of the university.
 (3) To include all academic administrative appointments.
 (4) To include all expenses (except furniture and equipment) included under definitions 18 and 22(a) of "Instructions, Definitions and Notes Relating to the Completion of the DBS-CAUBO Report on Financial Statistics of Universities and Colleges for 1969".
 (5) By way of supplementary comment, please disclose the University's policies with respect to the use it may make of "reserves" or "appropriations". The effect of such policies, and their measurable dollar impact should also be disclosed, in sufficient detail to permit a full understanding of the University's procedures towards arriving at annual operating expenditures.
 (6) The completion of this column is optional.
 (7) That Budget which has been adopted by the Board of Governors.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

programmes and support facilities, the necessity for an effective administration, and the need for an efficient and properly serviced plant.

The growth in assisted/sponsored research generates an increasing demand for operating funds to cover what is commonly called "overhead", since in the majority of cases research granting agencies only pay for the direct expenses involved.

The funds expended for student aid in 1969-70 and those available for 1970-1 place York University in a poor position in relation to other universities in Ontario. Ordinary operating funds must not be used for student aid, therefore these requirements must be met from private sources of revenue. To date such resources have been limited to the point where the student aid programme is much below its desirable level.

York University does not have reserves to fall back on. In fact, the final results for 1969-70 will probably show an operating deficit of approximately \$520,000, resulting in an accumulated deficit of close to \$1,000,000. The University has found it necessary, over the last three years, to operate on a deficit budget in order to accomplish those ob-

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

jectives deemed necessary. For the 1970-1 fiscal year the University is operating on a balanced budget.

- (iii) Outline Of Sources Of Revenue And Expenditures For Ancillary Operations For The Years 1969-70 (Actual) 1970-1 (Estimated) And 1971-2 (Forecast)

- see Form J

(c) Effects Of The Academic Marketplace

- (i) University Comments On General Conditions In Finding Qualified New Faculty Members

In general, the University has not been experiencing major difficulties in recruiting qualified faculty members. There are particular difficulties, however, which relate to the more distinctive features of York's programmes. The Faculty of Arts, for example, has found it difficult to recruit well-trained professionals in the Social Sciences who are also equipped to work effectively in the Faculty's interdisciplinary programmes. The Faculty of Fine Arts has experience difficulties in locating faculty with the professional and academic qualifications suitable to the programmes being developed by the Faculty. Sociology and Psychology have presented some problems in recruiting at Atkinson College. First-class senior scholars in economics and operational research are found to be in short supply by the Faculty of Administrative Studies. Personnel with the competence and breadth of training

ANCILLARY OPERATIONS (1)

1969-70 Actual (Preliminary)

Total for All Ancillary Enterprises

BOOKSTORES	STATIONERY SUPPLIES & DUPLICATING	CONFERENCES AND OTHERS	PARKING	FOOD SERVICES	RESIDENCE DIVISION	MISCELL- ANEOUS
			133	625	984	83
952	223	139	18	848	9	
952	223	139	151	1,473	993	83
975	244	127	161	1,500	924	95
975	244	127	161	1,500	924	95
(23)	(21)	12	(10)	(27)	69	(12)
(23)	(21)	12	(10)	(27)	7	(12)
(23)	(21)	12	(10)	(27)	7	(12)

NAME OF ANCILLARY ENTERPRISESOURCES OF DIRECT REVENUE

1. Fee or membership revenue.
2. Direct charges for goods or services.
3. Other.

TOTAL DIRECT REVENUEDIRECT COSTS

1. Costs directly attributable to the enterprise.
2. Costs shared with other ancillary enterprise(s).

TOTAL DIRECT COSTSEXCESS (shortfall) of DirectRevenue over Direct CostsINDIRECT (Overhead or Joint) Costs

- as ordinarily budgeted
but excluding transfers
as dealt with below:

EXCESS (shortfall)

NET EFFECT OF TRANSFERS "(To)" and
"From" "Appropriations" and
"Reserves".

REPORTED OR BUDGETED EXCESS OR
(SHORTFALL) ON ANCILLARY ENTER-
PRISE.

(1) Those enterprises that are not directly related to the educational functions of the university, but are undertaken or operated to provide services to faculty and students. For purposes of illustration, operations which may be recognized as ancillary enterprises are student residences, student unions, parking facilities, alumni services, cafeterias, dining halls, book stores, university presses, intercollegiate and intramural athletics, health services (except portion provided as part of counselling or advisory services) etc.

Finance Branch

6/10/70

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

required by the Faculty of Environmental Studies are very difficult to find, partly because of the recent development of the field and partly because of the experimental approach being taken at York. Recruiting problems at Glendon College centre on the difficulties of obtaining qualified French-Canadian faculty from Quebec.

A perplexing situation exists in respect of positions taken by two official bodies. The Provincial Government through the Ontario Human Rights Commission indicates, so the University understands, that pre-employment inquiries regarding the race, religion, nationality or ethnicity of an applicant are not allowed. On the other hand, the Federal Government through the Department of Manpower and Immigration may prohibit, or permit only after lengthy delay, the permanent admission to Canada of a newly appointed faculty member. One consequence of not being able to determine the citizenship and potential immigration problems of a faculty candidate prior to appointment is that considerable additional difficulty often occurs in staff planning. Another consequence of great concern to the University is the possibility that, after a candidate meets the routine conditions for immigration, he is subject to discretionary powers of an authority, outside the University, even though any actions of

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

that authority are taken for the apparent good of the University.

- (ii) Detailed Outline Of Sources Of New Faculty Appointed During The Period September 15, 1969, to September 15, 1970, Including Citizenship Status And Country Of First And Last Degree - Forms A, B, and K do not appear in the Brief. By Senate resolution, York is reserving its position on the completion of these forms which involve complex issues. Additional consideration must be given to various uncertainties presently existing, such as the validity of the citizenship information now at hand and the legal position of the University in the soliciting and release of data of a private nature concerning members of the York community.

- (d) Operating And Capital Support
University Comments On Policy Of Maintaining
Differentiation Between Operating And Capital Assistance

York University finds no difficulty in determining whether an expenditure is properly an operating expenditure or a capital expenditure. The problem which does arise, though, is that of the source of funds for certain capital expenditures.

Under the present revised Interim Capital Assistance Formula, approved funds for a capital project are limited by time and amount. For example, when the funds approved for furnishings and equipment of a building project are expended, there is no further source of capital funds for additional furnishings and equipment. Such purchases must be made from operating funds or from private funds. Furthermore, certain expenditures of a capital nature associated with each project are either not allowed or allowed to an

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

insufficient extent. Examples are: master planning costs, campus planning, and the properly attributable capital portion of physical plant expenses by project. These costs must therefore be met from operating funds or from private sources.

The concept of combining the Operating Grants and Capital Assistance Formulae has merit from a theoretical standpoint. Such a combination would strengthen university autonomy, would provide freedom to determine the most appropriate allocation of funds between capital and operating expenditures, and would result in more effective use of resources.

Adequate amounts of various types of space, properly furnished and equipped, must be available to meet the needs of the approved academic programmes and the necessary support activities. York University co-ordinates its capital programme with its operating programme, and thus considers capital and operating needs in conjunction with each other even though they are funded separately.

Although capital and operating programmes must be co-ordinated, and although there are certain advantages within the University to a combination of the two Formulae, the external situation at the present time makes such a combination appear impractical. The different methods of financing the two funds, the difficulty in relinquishing a relatively high degree of control over major capital expansion plans in the universities of Ontario, the public interest

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

therein, and the tight money situation, combined with the general cost squeeze on the universities, makes a change at this time most difficult.

A careful study should be undertaken to determine the feasibility of a combined formula, its possible impact on the use of resources, and its desirability as the universities of Ontario move into Planning Programming Budgeting Systems.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

3. FUTURE PLANNING(a) Updating Of Five Year Forecast (As Submitted In The Fall Of 1969)

- (i) Undergraduate Enrolment Forecast For Each Year To 1975-6 - See Form L
- (ii) Outline Of Changes In Proposed Developments Since Previous Forecast, With Documentation As To Reasons For Such Changes, And New Developments Contemplated For 1975-6

As indicated under Part III - Academic Development, the growth plans for undergraduate work at York, in principle, have not changed from what was outlined in the 1969 Brief. In detail, however, it should be noted that inauguration of a Teacher Education curriculum is now not likely to be possible until 1972-3, that is, one year later than previously projected. The Faculty of Fine Arts, because of the admission of more first year students in 1970-1 than originally planned, will reach its proposed enrolment of 1000 sooner than previously anticipated.

At this time it is not feasible to indicate - beyond what has already been stated in a general manner - the developments for 1975-6. Appendix C summarizes the growth pattern, first presented in 1968 and known as Alternative "B", which the University is continuing to follow.

TO 1975-76

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular D.U.A. Enrolment Reports (Forms UA3). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st University year subsequent to Grade 13 into undergraduate degree Programs only.
2. For the University of Guelph and The University of Waterloo, separate reports are requested representing "Fall Term, on campus", Fall Term "on and off" campus (Waterloo), and Equivalent Full-Time (Adjustment for Co-operative and Trimester Systems) bases for enrolment.
3. For constituent Universities with Federated or Affiliated Institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore be stated in terms of F.T.E. for teaching services performed (Toronto, Waterloo, Western and Laurentian).
4. Enrolments in university programmes in education should be excluded from total University figures provided but should be reported on a separate Form CUA-70-L.

1970-71 (Estimate)		1971-72	1972-73	1973-74	1974-75	1975-76
	(i) Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)					
<u>3230</u>		<u>3565</u>	<u>3725</u>	<u>3900</u>	<u>4065</u>	<u>4235</u>
990 G 8013 Y	(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	1200 G 9049 Y	1250 G 10299 Y	1250 G 11275 Y	1250 G 12145 Y	1250 G 13032 Y
<u>852</u>	(iii) Total Graduate (Fall-Term)	<u>1091</u>	<u>1311</u>	<u>1545</u>	<u>1705</u>	<u>1818</u>
990 G 8865 Y	(iv) Total Full-Time Enrolment (ii plus iii)	1200 G 10150 Y	1250 G 11610 Y	1250 G 12820 Y	1250 G 13850 Y	1250 G 14850 Y
310 G 1518 Y	(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (including "Summer School" Graduate Students)	200 G 1950 Y	200 G 2330 Y	200 G 2700 Y	200 G 2950 Y	200 G 3100 Y
1300 G 10383 Y	(vi) F.T.E. Enrolment (iv plus v)	1400 G 12100 Y	1450 G 13940 Y	1450 G 15520 Y	1450 G 16800 Y	1450 G 17950 Y
<u>17217*</u>	(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment)	<u>21300</u>	<u>24200</u>	<u>27000</u>	<u>29500</u>	<u>31900</u>

* 15/11/69 proj.; now considered low; improved estimate only after 1970-71 registration known. Explanatory Comments outlining variations in above enrolment data as compared with similar forecasts submitted Fall, 1969 (Please deal with both the quantitative parameters of these variations and the reasons for them):

Notes on variations in above projections from those appearing in 1969 Brief

Item (i)-Increases appear in early years owing to a greater 1970-71 intake of Fine Arts and Science students than previously projected.

Item (ii)-Figures reflect the increases of item (i).

Item (iii)-No change in Faculty of Graduate Studies total registration is projected although fewer qualifying year and more graduate students are anticipated, thereby shifting population from item (ii) to (iii).

Item (iv)-The adjustments in items (i) and (ii) notwithstanding, item (iv) in essence continues to follow the Alternative "B" projections submitted in 1968 and reaffirmed in 1969.

Items (v) and (vi)-Only fall term part-time students are included whereas, in the 1969 Brief, summer (undergraduate only) part-time students were additionally included.

Item (vii)-Increase in BIU's is due to increase in item (ii) and shift in graduate student Finance Branch distribution.

6/10/70

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

(b) Building Programmes And Space Entitlement(i) Capital Requirements - As Per Interim Capital Reporting Schedules - See Forms M-1 to -5

Following the announcement of the Interim Capital Assistance Formula, York immediately recognized that its space inventory was in excess of entitlement. The University acknowledges that more economical use of present space is possible and accordingly has already effected certain improvements and is planning others. In addition, scrutiny of space standards and the investigations of the feasibility of using non-traditional construction approaches is in progress. Nevertheless, it is the University's view that to maintain acceptable standards it will be necessary to continue to have space in excess of that presently anticipated by interim formula entitlement.

The growth of required physical facilities at the University is thus projected on the forms M-1 to M-5, which also indicate the cash flow requirements and entitlements for a five year period. The 1971 and, in part, the 1972 Building Programmes are set out in detail; for the remainder of the 1972 Programme and the Programmes for the years thereafter, only an indication of the estimated cost of the required

PROBABLE CUMULATIVE 5 YEAR CASH FLOW FOR FORMULA CAPITAL PROJECTS WITH FINAL APPROVALS

CUA/70/M-1

YORK

University

(SUBSEQUENT TO APRIL 1 - 1969 AND BY MARCH 31 - 1971)

Project No.	Project Name	In \$ 000's		Cash Flow of Financial Assistance in \$ 000's							REMARKS
		Approved Total Expenditure	Total Financial Assistance	1969 - 70	1970 - 71	1971 - 72	1972 - 73	1973 - 74	1974 - 75		
Y0-42	Lecture Hall No. 2	4,060,740	3,857,740	25,000	3,382,000	450,705					
Y0-52	College E	4,066,162	3,862,854	1,330,000	2,514,000	18,854					
Y0-59	Atkinson College Ph. II	1,635,800	1,622,800	-	601,000	1,021,800					
Y0-44	Administrative Studies	6,351,700	6,301,700	-	1,460,000	3,580,000	1,261,700				
	Totals	16,114,302	15,645,059	1,355,000	7,957,000	5,071,359	1,261,700				

Ontario Department of University Affairs - Architectural Services Branch

PROBABLE YEARLY 5 YEAR CASH FLOW FOR "FORMULA" CAPITAL PROJECTS WITH FINAL APPROVALS

CUA/70/M-2

(PRIOR TO MARCH 31 - 1969)

YORK
University

Project No.	(list only those projects requiring additional funds) Project Name	In \$ 000's			Balance of Financial Assistance in \$ 000's				REMARKS
		Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971 - 72	1972 - 73	1973 - 74	1974 - 75	
YO-36	Central Library	8,916,000	8,380,000	7,858,000	522,000				

Ontario Department of University Affairs - Architectural Services Branch

PROBABLE YEARLY 5 YEAR CASH FLOW FOR "NON-FORMULA" CAPITAL PROJECTS WITH FINAL APPROVALS

CUA/70/M-3

(AS OF MARCH 31 - 1971)

YCRK
University

Project No.	(list only those projects requiring additional funds) Project Name	In \$ 000's		Balance of Financial Assistance In \$ 000's					REMARKS (list formula project which correlates)
		Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971 - 72	1972 - 73	1973 - 74	1974 - 75	
	<u>1970 Programme Year</u>	2,104	2,104	2,000	104				College E
	<u>1971 Programme Year</u>								
	Alterations to existing facilities				250				-
	Site improvements and services				1,022				College E Res.
	Utilities				250				Atkinson College Phase II
	Other Projects				250				Admin. Studies
	- residence furniture, etc.								College F Res.
	Sub-Total	1,772	1,772	-	1,772				
	Total				1,876				

PROBABLE YEARLY 5 YEAR CASH FLOW FOR ADDITIONAL "NON-FORMULA" CAPITAL PROJECTS

CUA/70/M-5

YORK

University

		Balance of Financial Assistance In \$ 000's								REMARKS (list formula project which correlates)	
Project No.	Project Name	Approval Status	Approved Total Expenditure	Total Financial Assistance	Probable Financial Assistance to March 31/71	1971-72	1972-73	1973-74	1974-75		Subsequent
	1972 PROGRAMME:										
	Alterations			200.0			200.0			Admin. Studies College "F" Fine Arts #2	
	Site Improvements & Services			1,099.3			1,099.3				
	Utilities			462.0			462.0				
	Other Projects			554.8			554.8				
	TOTAL 1972 PROGRAMME			2,316.1			2,316.1				
	1973 PROGRAMME:										
	Alterations			286.0				286.0		College "P" Fine Arts #2 P.P. Workshops	
	Site Improvements & Services			889.9			72.4	817.5			
	Utilities			649.1			81.0	568.1			
	Other Projects			426.6				426.6			
	TOTAL 1973 PROGRAMME			2,251.6			153.4	2,098.2			
	1974 PROGRAMME:										
	Alterations			240.0					240.0		
	Site Improvements & Services			1,004.4				286.2	718.2		
	Utilities			378.0				270.0	108.0		
	Other Projects			426.6					426.6		
	TOTAL 1974 PROGRAMME			2,049.0				556.2	1,492.8		
	1975 PROGRAMME:										
	Alterations			348.0						348.0	
	Site Improvements & Services			1,243.1					543.2	699.9	
	Utilities			310.0					196.6	113.4	
	Other Projects			498.6					200.0	298.6	
	TOTAL 1975 PROGRAMME			2,399.7					939.8	1,459.9	
	GRAND TOTALS			9,016.4			2,469.5	2,654.4	2,432.6	1,459.9	

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

space is given. Listed below are preliminary views on the types of space considered necessary to sustain the projected enrolment to 1976-7. Further analysis and additional data are necessary before specific building priorities can be established.

	<u>Estimated N.A.S.F.</u>	<u>Estimated Project Cost</u>
Space For Administrative And Student Services	70,000	\$ 4,000,000
Space Of A Similar Nature To Present College Areas	185,000	11,700,000
Space Appropriate To The Fine Arts	72,000	4,320,000
Lecture Hall And Classroom Space	48,000	3,630,000
Space For Other Academic Activities Including Environmental Studies, Teacher Education And Library	176,000	9,450,000
Space For Science Laboratories And Research	94,000	7,220,000
Physical Education And Recreation Areas	67,000	3,100,000
Physical Plant Space	34,000	1,340,000
Space For University Centre Type Activities	<u>57,000</u>	<u>3,420,000</u>
	<u>803,000</u>	<u>\$48,180,000</u>

It should be noted that the above areas and cost estimates, based on traditional construction approaches, are illustrative only and in no way preclude the pos-

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

sibility of less expensive, but equally satisfactory, alternative methods of meeting space needs.

(ii) Updating Of Five Year Weighted Enrolment - See Form N

(c) Brief Descriptive Outline Of Proposed New Programmes

(i) Graduate Programmes

Doctoral Programme In Biology

The Doctoral Programme in Biology referred to in the 1969 Brief was submitted for appraisal to the Ontario Council on Graduate Studies. The appraisal was a rigorous one and York accepted the finding of the Appraisal Committee that students should be admitted in three of the four proposed areas of specialization. Students who wish to pursue doctoral studies in the area of molecular biology and cell biology have been admitted for 1970-1, and in 1971-2, after the University has made the appointment of two new faculty members, students intending to work in the area of population biology will be accepted.

The graduate programme in biology is a programme in study and research leading to the Ph.D. in Biology. The Programme is specially designed to provide biologists with a strong background in those areas of the physical sciences that are of increasing importance in modern biology, and conversely, to prepare physical scientists for work on biological problems. The Programme is inspired by, and is consistent with, recent developments of major significance in the life sciences. The last two decades have witnessed the emergence of remarkable insights into the physicochemical basis of such central biological phenomena as gene action, reproduction and heredity, and the successful application of mathematical and computer techniques to problems in population biology and resource management. Furthermore, the boundaries separating the many traditional sub-disciplines of biology are fast disappearing and there is emerging a more ecumenical biology with strong roots in the physical sciences. As a result there is now a widespread demand for biologists who possess a strong background in physics and chemistry. Moreover, the University believes that such relatively broad scientific training will

INSTITUTION: York

FORM CUA-70-N

WEIGHTED ENROLMENT FOR PURPOSES OF THE

INTERIM CAPITAL FORMULA

S U M M A R Y

Weighting Categories: Capital Weighting Scheme								
	A 1.0	PT FTE 4	B 1.5	C 2.0	D 3.0	E 4.0	TOTAL WEIGHTED ENROLMENT	Campus
1970-71	6941	380	1471	128	164	161	10920	York
	990	78					1068	Glen.
1971-72	7900	488	1616	172	281	185	12740	York
	1200	50					1250	Glen.
1972-73	8744	582	2091	200	373	202	14790	York
	1250	50					1300	Glen.
1973-74	9346	676	2535	249	465	223	16610	York
	1250	50					1300	Glen.
1974-75	9794	736	3101	259	470	234	18040	York
	1250	50					1300	Glen.
1975-76	10007	778	3831	286	495	236	19530	York
	1250	50					1300	Glen.

York Notes: Figures are preliminary, being subject to review when December 1st actuals are known for 1970-1.

: Allowance for part-time students based on interim allowance of March 31, 1970.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

enable York graduates to adapt effectively to new social and national needs in teaching, research and public service.

There are three prerequisites for the success of the proposed Programme:

- science departments that are committed to interdisciplinary training and co-operation in research and teaching;
- the presence on the faculty of biologists whose research interests and approach are modern, but who at the same time are broadly familiar with the more traditional aspects of biology; and
- a nucleus of individuals initially trained as physical scientists but who have subsequently made the transition into biological research.

All of these requirements have now been met at York, the third having been achieved two years ago with the addition of six new faculty members who have worked for several years in the field of molecular biology.

Degree requirements and period of study are similar to those generally found in large North American universities. A number of features in the York Programme, however, distinguish it from most other Canadian biology programmes. Put most simply, these features are implicit in the fact that the York research emphasis is on modern experimental biology as contrasted with more classical taxonomic biology, and that the major educational goal in the York Programme is to equip future biologists with a firm background in the physical sciences and, conversely, to attract physical scientists into biology.

Master's And Doctoral Programmes In Social And Political Thought

The Master's and Doctoral Programmes in Social and Political Thought have been approved by Senate and have been submitted for appraisal to the Ontario Council on Graduate Studies with the expectation of enrolling students in the fall of 1971.

The proposed graduate programme, leading to the degree of M.A. and Ph.D. in Social and Political Thought, intends to be interdisciplinary in scope

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

involving the graduate programmes in history, philosophy, political science and sociology. The Programme plans to use the graduate courses already offered by these four graduate programmes and intends to offer two interdisciplinary seminars of its own, one at the M.A. level and one at the Ph.D. level, to be organized and taught by members of the graduate faculty of these Programmes and eligible faculty members of the Divisions of Humanities and Social Science.

In recent years an ever increasing demand has arisen among North American undergraduate and graduate students for interdisciplinary programmes which would focus upon the study of social and political thought. Moreover (with the recent renaissance of interest in the field of social and political thought), specialists with a broad interdisciplinary education are urgently required to teach the subject in the traditional academic departments of history, philosophy, political science and sociology. And as the general education ethos has become influential in the universities of Canada and the United States, a growing need has developed for faculty competent in the field of social and political thought to teach the rapidly proliferating interdisciplinary courses in the humanities and social sciences. In North America graduate programmes in social and political thought - programmes designated by a variety of names - have been established at Brandeis University, Stanford University and the University of Chicago. To date, although no Canadian university has a comparable graduate programme, York University has pioneered the way at the undergraduate level with its General Honours Programme in Social and Political Thought, begun in the fall of 1968. The proposed graduate programme, therefore, would be unique in Canada, and York University with its rich resources and great interest in the area of social and political thought, and with its innovative Humanities and Social Science Divisions would seem to be the ideal environment for its establishment and development.

Doctoral Programme In Geography

The Doctoral Programme in Geography has been approved by Senate and has been submitted to the Ontario Council on Graduate Studies for appraisal. It is expected that candidates for a Ph.D. in Geography will be admitted in the fall of 1971.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

The increase in numbers of students and faculty has led to the emergence of certain clusters of interest among the geographers at York. Thus a Ph.D. candidate could expect to find several instructors with research interests akin to his own. From the outset, graduate instruction has been strong in the field of historical geography. Research activity has concentrated on the study of various aspects of the colonization process in North America, in Russia, and in Africa. In particular, interests focus on aboriginal occupance, migration, the spread of settlement, resources development, the transmutation of geographical ideas, and the impact of sophisticated cultures on underdeveloped territories.

There has been a rapid growth in the group of faculty whose work may be included under the general heading economic geography. Core interests include concern with theoretical models focussing on location theory and inter-regional economic development. Three more specific problem areas may also be defined which are strongly represented: agricultural studies, transportation, recreation studies.

In urban geography there is a strong research involvement in the study of various aspects of structure, interaction, and process within urban systems. Complementary interest in both inter-urban and intra-urban central place systems are represented. Studies are also in progress on intra-urban social relationships, ecological models and activity systems.

Work being carried out in ecologically oriented studies has centred around the problem of man's relation to and modification of the physical environment. This subject brings together faculty concerned with the relation of both contemporary and prehistoric man to vegetation and soils.

A rapidly developing interest, and one which has attracted members of several of the research clusters defined above, relates to behavioural studies in geography. Work on the nature of perceived environmental images, and on the relationship between such images, decision-making, and the resultant environmental pattern, is underway. The role of information flow and learning processes in the structure of environmental behaviour systems are also being researched.

In addition, an interest in the history, theory, and methodology of geography has been a continuing

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

feature of the graduate programme in geography.

It must be emphasized that the topics broadly defined here do not represent the total range of faculty research interests. However, they do identify research foci in which Ph.D. candidates could expect to receive particular attention and assistance.

Doctoral Programme In Economics

The Doctoral Programme in Economics, leading to a Ph.D. in Economics, has been approved by Senate and has been submitted for appraisal to the Ontario Council on Graduate Studies with the expectation of enrolling students in the fall of 1971.

The proposed graduate programme is intended to narrow the gap between the growing demand on the part of educational institutions, government, and private industry for economists trained at the graduate level and the strikingly limited supply of such economists from Canadian institutions of advanced learning. The heavy reliance on American graduate schools to train Canadian economists has had two unfortunate consequences. First, many excellent students have not returned to Canada after completing their work in the United States. Second, many of those who have returned are versed in methods and interested in problems which do not reflect uniquely the Canadian situation. Thus, both the type and the quality of research work in distinctively Canadian or Canada-relevant problems have suffered heavily.

While York is in a good position to augment existing programmes in economics it actually intends to achieve more. The University is capable of launching an economics graduate programme with features and emphasis which are not now available in Ontario. The proposed Ph.D. programme has some rather unique characteristics:

- It represents a departure from the rather traditional North American concept of a programme of study in terms of a menu of courses defining it in terms of a structure of fields of specialization.
- It introduces substantial flexibility in the composition of the programme, while requiring study in depth in each selected field of specialization.
- It encompasses the modern trends in the discipline

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

and anticipates developments to come by laying primary emphasis on a new field of specialization, namely, on economic structure, policy and planning.

The fields to be offered are: economic structure; policy and planning; economic history; mathematical economics; econometrics; public finance and fiscal policy; monetary and financial theory and policy; international trade and international economic relations; economic development and development planning; labour economics and industrial relations.

Doctoral Programme In Administrative Studies

The Doctoral Programme in Administrative Studies has been approved by Senate and submitted to the Ontario Council on Graduate Studies for appraisal with the intention of enrolling doctoral students in the fall of 1971.

York is proposing a graduate programme leading to a Ph.D. in Administrative Studies to prepare persons for teaching and research in universities or in government and business organizations. The Programme will normally require four years of graduate work.

Experience has demonstrated that many of the principles and concepts of administration are common to all types of enterprise - public and private, large and small. Seven disciplines or specialization areas in the Faculty of Administrative Studies contribute to the common core of concepts of administration; namely, behavioural science (the environment of organizations), finance, management science, managerial accounting, managerial economics, marketing and policy.

No other Ontario university offers a doctoral programme based on a unifying concept of administrative studies. The programme centres the studies of the student in the basic disciplines but the broad range of courses and research opportunities available allow him to focus in either the public or the private sector.

The large number of graduate courses already offered in the Faculty makes the initiation of a doctoral programme relatively economic.

Future Programmes

There will be discussions this year of a possible

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

Master's Programme in Fine Arts leading to an M.F.A. The first areas of specialization would be in art and theatre arts, followed quite quickly by film. The earliest time that students might be admitted is the fall of 1972. In each case the programme would have an emphasis upon performance in studio work and would therefore complement not duplicate what is being done in other Ontario universities.

Consideration is being given to an interdisciplinary master's programme in the humanities. The Committee of the Faculty of Graduate Studies worked on the idea last year; the research team got down to the detail this summer; and a firm proposal is expected by the end of the 1970-1 academic session. The earliest time that students might be admitted is probably the fall of 1973.

York expects to make a proposal for a Doctoral Programme in Mathematics although the earliest time students could be expected would be the fall of 1974.

(iii) Undergraduate ProgrammesFaculty of Science

The Faculty of Science, recognizing the need for continuing the education of secondary school teachers, is offering during the 1970-1 year a Post Degree Science Programme.

The Faculty of Science, recognizing the very pure and inward looking nature of many science programmes and the importance of innovation and development in the science field, has under consideration the development of undergraduate courses of a more applied nature which would be established as options available in existing undergraduate programmes.

Atkinson College

Consideration is underway in Atkinson College, subject to Senate approval, of a possible new undergraduate Liberal Studies programme in education as part of the normal development of undergraduate studies in the College.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

Faculty of Arts

The addition of new faculty members in the Faculty of Arts in East Asian and Canadian Studies will permit the expansion of course offerings in those areas. It is a reasonable prospect, that in the structuring of the courses of the Faculty, subject to Senate approval, programmes in the general framework of East Asian Studies and of Canadian Studies will develop.

(d) Dropping Of Courses And/Or Programmes

York University does not foresee that any programmes will be dropped in 1971-2 or 1972-3. Individual courses within programmes are, of course, added, dropped, or revised depending upon the faculty resources available.

(e) University Views On Effects On Future Planning Of(i) Capital Formula Standards As Now Applied

The provision in 1970 of Provincial capital support for part-time students and the separation of the Glendon Campus from the York Campus in calculating space entitlement were of vital significance to the University. Without the two changes York University would have been forced to restrict its intake of students and alter its academic programme.

While supporting the philosophy of, and need for, a formula approach to capital financing for higher education, the University believes there is a need for a framework to make viable the system throughout

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

Ontario, and supports the general search for solutions through the Capital Studies Committee. Nevertheless, it is considered appropriate to draw a number of particular concerns of York directly to the attention of the Committee on University Affairs.

The allocation of a fixed number of net assignable square feet of space to a "weight 1" student represents an improvement over the variable area related to the Ontario system average of 130 n.a.s.f. applied in 1969. However, the assignment of 96 n.a.s.f. as the standard suggests deference to the continuation of the practice of the previous year rather than a further evaluation of the need to maintain adequate standards. York believes that an increase of the base rate to 107 n.a.s.f. for the coming year would provide a desirable increase in the measure of support to universities experiencing the restrictive pressures of inadequate standards of capital assistance.

In the allocation of capital funds by the Department of University Affairs York University emphasizes the necessity of a three year planning, designing and construction schedule for major buildings. Functional efficiency and effective cost control cannot be achieved on a two year schedule. In the 1971-2 fiscal year some provision should be made for projects for

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

completion in 1973. York experience indicates that for a major building at least 6% of the project cost is required in the second fiscal period prior to the one in which the building is completed.

The University emphasizes the absolute need of substantial annual allocations for "non-formula" type projects. This element of support is particularly important to a new university where many mundane but essential items, such as central utilities, roads, sewers, and lighting for roads and paths may appear on occasion out of proportion to the scope of the existing physical plant. Economical long term solutions necessitate installation of ultimately viable units which do require additional funds in the early years of development of an unserviced site. The total shown to be reserved for such purposes in 1971-2 on the Capital Cash Flow Requirement for 1970-1 and 1971-2 distributed by the Department of University Affairs in March 1970 and comment made by officers of the Department of University Affairs in subsequent discussions suggests strongly the lack of adequate recognition of the need for "non-formula" type funds.

Another difficulty created by the application of the Capital Assistance Formula arises from the impossibility of building each year the exact amount of

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

space required to meet the valid, but widely varying, functional needs of a growing university. Only with the judicious provision of some lead space is it possible to avoid the high expense and annual community disruptions inevitably resulting from a restrictive space standard.

The experience of the past summer at York has demonstrated the complexity of the problem and the expense of the required solutions. The availability of the Central Library in 1970 provided capacity somewhat in excess of immediate growth requirements. This excess required alterations to make it suitable to meet interim, immediate requirements for faculty and staff offices and a variety of studio and laboratory space. This type of adjustment poses a serious question: Could the funds required for the temporary alterations to meet immediate needs, along with additional funds required later to convert the space back for its permanent utilization, have been more efficiently applied to readying permanent space? For example, faculty offices of a permanent nature might have been provided by way of a sixth College Building even if the space for such were in advance of current entitlement.

The validity of formula allocation of funds on one hand, and inevitable problems arising from the

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

lack of lead space on the other, suggest the need to support universities able to arrange for temporary financing of buildings prior to space entitlement. One means would be to permit the universities to assign interest charges on such funds to non-formula type or building capital appropriations as the University sees fit. The overall limitation of resources and the many competing uses for funds would preclude any abuse of such an arrangement. Such flexibility might well facilitate each university in reaching its objective of having available the most efficient mix of facilities to meet its yearly requirements.

The relatively recent increase in the number of post-doctorate fellows adds a further burden to a university struggling to live within the existing limits of its resources. It is time that recognition be given to the importance of developing this level of university education to facilitate augmenting the supply of university teachers and research specialists. Provision in the Capital Assistance Formula should be made for such persons.

Finally, it is necessary to raise the question of the adequacy of \$55 per n.a.s.f. as the factor in determining entitlements for 1971-2. It is understood that the figure was selected early in 1968, in the

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

knowledge that it was lower than the experience of a large sample of buildings completed by Ontario universities, to induce restraint and stimulate action to hold capital costs down in the face of rising construction costs. In view of the increase in the Ontario Construction Index from 219.7 in January, 1968, to 261.4 in May, 1970, an increase of 19%, it is believed that the time for upward adjustment is overdue.

The most recent new project at York is Atkinson College - Phase II. A most searching and knowledgeable effort on the part of the Project Committee in developing reasonable standards, and the combined strength of the University, the Architect and the Construction Manager from the outset of design, have resulted in an estimated completion project cost of approximately \$52 per n.a.s.f. However, it is clear that, in addition to being a building of relatively simple functional requirements, such a result would not have been possible if it had been necessary to provide within the project certain services included in Phase I. Looking ahead to the provision of an adequate major science building, it is equally clear that the savings below the \$55 per n.a.s.f. effected in Atkinson College will fall substantially short of the additional amount required. The weighting element of the Capital Assistance Formula provides more space

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

for a science student, but it does not take account of the greater cost of such space, thereby compounding the difficulty of averaging the cost of all types of building at \$55 per n.a.s.f.

The restraining device of the past two years may well have been unavoidable in the light of prevailing economic conditions. Its continued use in the face of a mounting construction index cannot but produce permanent adverse effects on the work of the universities.

(ii) Changing Secondary School Patterns

Recent secondary school developments are tending to increase the number of applicants to the universities with a non-homogeneous academic background. Obviously, this trend complicates the processing of admissions, resulting in the need for greater sophistication in analyzing applications. It also requires university programmes, particularly those with firm core pre-requisites like the Sciences and the Languages, to cope with a variety of accomplishment levels and an assortment of academic backgrounds among incoming students, and to offer assistance in the way of introductory and/or remedial courses. Programmes in the Social Science area, for which a broader background is acceptable and desirable, are apprehensive that interdisciplinary courses being introduced in the

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

schools are in advance of there being sufficient qualified persons in the schools to teach such courses. Student background in these areas will therefore not be a foundation for further study, but possibly an obstacle to be removed.

There are two other developments, related but not directly to the secondary school situation, which might influence university planning. First, the requirement for teachers at the elementary school level to have a university training should increase applications to universities. Second, increased attractiveness of the programmes of the Colleges for Applied Arts and Technology for students, who do not see a clear need for university study, may decrease university applications. There is no doubt that the CAATS could and are beginning to offer excellent programmes of a specialized and vocational type which need no longer be considered for offering by the universities. A further factor of great uncertainty about the CAATS at this time is the possibility they may develop significantly in the Liberal Arts area. If such happens, the CAATS might then become a junior college system and university planning would have to be reviewed and, in consequence, adjusted in a rather major way.

(iii) Enrolment Intake From Other Than Secondary Schools

Of the approximate 3300 first year registrations

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

at York in 1970-1 about 800 came from the applicant group which includes "mature" students without grade XIII equivalence, students from other universities, secondary school students from outside Ontario, and students from non-degree granting post-secondary institutions. It is anticipated that registrations from the above not-directly-from-grade XIII group will substantially grow each year, and in doing so will increase the demand for flexibility in programme format, for example, a wider selection of part-time study arrangements, and in programme content, by way of a greater range of course combinations, particularly of an inter-faculty nature.

Another category, namely those completing grade XII who have exceptional talents in the fine arts, e.g., students of dance, will be allowed entry to university in order not to hold back at a critical age of development their practical training. Such admission, of course, will only be offered if it is determined they can cope with the academic disciplines at the university level.

York University believes strongly that there is, in addition to the groups mentioned above, a vast pool of persons in the province who are qualified for university on the basis of their learning capacity

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

and native intelligence, but who do not, for reasons of insufficient fluency in English or social and economic disadvantage, have the fundamental skills required for a profitable university-level experience. York is convinced that this waste of human resources should be a cause for grave concern to the government of the Province. A responsible pattern of higher education in Ontario will draw these citizens into the pool of eligible university applicants by making readily available carefully designed and directed remedial programmes.

(iv) Changing Student Preference

As leisure hours increase and interest in cultural activity expands, the preference for fine art curricula, less traditional subjects, and other programmes not leading directly to the employment market will grow, it is expected, at a faster rate than total enrolment. Again, there will probably be a tendency toward an increased part-time to full-time mix of registrations and more inter-faculty programmes.

(v) Changing Patterns Of Job Opportunities

Graduates of Humanities and Social Science programmes, particularly women, are encountering increasing difficulty in securing the positions they desire.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

Much of the problem comes from a mistaken view of the opportunities which may be available to them and the generally soft condition of the Canadian economy.

It is worthy of note that the University has recently received generous support from the Canadian Counselling Foundation with which it hopes to develop new and more effective career counselling systems and information banks. The research will also concentrate on methods of transmitting this information to large numbers of students when individual counselling is impractical.

(f) University Comments On Possible Effects Of Increasing Demand Of Student Assistance From The Limited Total Resources Available For The Support Of Higher Education

(i) How Can Relative Priorities Be Decided?

The assumption that funds for student financial assistance of a non-repayable nature are taken from the limited total resources available for the support of higher education forces the making of difficult priority decisions. The University recognizes two priorities that might be higher than the supply of funds directly to academic needs: (1) financial support of a kind sufficient to enable a qualified student to proceed with his studies who for financial reasons would not otherwise be able to attend univer-

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

sity and (2) scholarships for the encouragement of, and reward for, high academic performance.

One question, however, is to decide whether student financial assistance such as OSAP - which is costing some \$35 million in 1970-1 - is really accomplishing priority (1) or merely making it slightly easier for those who already would attend university. A second question is how much should go to scholarships in light of the fact that good academic performance is usually a reward in itself both intangibly and - ultimately - financially. Studies to arrive at answers to these questions would be very worthwhile.

In addition, consideration of alternative ways of accomplishing the above two priorities while allocating adequate funds that would otherwise go directly to academic needs should be thoroughly investigated. One recently suggested scheme for student financial assistance, based on loans with contingent repayment, may prove to be a valid approach. This plan has several features which - at least on the surface - make it appear more attractive than the present Ontario Student Assistance Programme.

Another matter of concern to the University is the insufficient financial assistance now accessible to part-time students. The University would strongly

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

support the immediate expansion of OSAP coverage of part-time students. At the same time it considers one of the attractive features of the contingent repayment plan mentioned above is the inclusion of part-time students.

(ii) Are Current Patterns of Private vs Public Sources of Support for Higher Education Appropriate?

The University believes that the current pattern might be appropriate -- i.e., adequate -- in providing basic support if the economy were thriving and if the public fully understood the need for assistance from the private sector. Unfortunately, neither of these situations obtains at the present. Profits are generally declining and donation budgets in many cases decline at least equally. Moreover, the public tends to think -- and to think understandably in view of Government statements that 100% of capital costs are now being underwritten -- that there remains little or no need for public support.

Nothing can be done, in this context, to affect the state of the economy. The University feels, however, that the Government could help by stating publicly that there are areas which Government funds do not cover.

In addition to the above, the University believes

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

that under the current pattern the extra resources to achieve excellence will still have to come from the private sector.

(g) Student Housing

- (i) The University's Requirements In Student Housing During The Next Five Years - See Schedules 1 to 3
- (ii) The Need Has Been Determined As Follows:

York Campus

At an early stage in planning for the multi-faculty campus a policy was adopted requiring residence accommodation for 25% of the full-time enrolment. Experience to date indicates this figure should be considered a minimum.

Glendon Campus

The nature of the academic programme, requiring fluency in both English and French on the part of all students, emphasized the importance of the informal influence of daily intermingling of those with English and French Canadian backgrounds. Thus it was considered essential to have a higher than average number of residents on campus. The goal was set at approximately 67%.

RESIDENCE REQUIREMENTS - YORK CAMPUS

Undergraduate Students

Fall of Year	Full-Time Undergraduate Enrolment Sept. 3, 1970 Projections	Residence Accommodation Required @ 25% No. of Beds	Residence Accommodation Provided		Over (Under) Requirements
			Building	No. of Beds	
(1)	(2)	.25 x (2) (3)	(4)	(5)	(6) - (3) (7)
				Accumulated Total No. of Beds	No. of Beds
1965	1450	362	Founders	249	(113)
1966	2031	508	Vanier	264	5
1967	2971	743	Winters	264	34
1968	4127	1032	McLaughlin	269	14
1969	5462	1365	-	-	(319)
1970	6910	1727	-	-	(682)
1971	7935	1984	College E	272	(666)
1972	9050	2262	U/G Apartment	700	(245)
1973	9950	2488	College F	272	(198)
1974	10750	2688	College G	272	(126)
1975	11450	2862	College H	272	(28)
1976	12100	3025	-	-	(191)
				2834	
				2834	

STUDENT HOUSING REQUIREMENTS - YORK CAMPUS

Graduate Students (including Osgoode Hall Law School and F.T.E. Faculty of Graduate Studies and Special Students)

Fall of Year	F.T.E. Graduate Day Student Enrolment Sept. 3, 1970 Projections	Housing Required @ 25%	Housing Accommodation Provided		Over (Under) Requirements
			No. of Students	Building	
(1)	(2)	.25 X (2) (3)	(4)	(5)	(6) - (3) (7)
1965	38	9	-	-	(9)
1966	175	44	-	-	(44)
1967	296	74	-	-	(74)
1968	1134	283	-	-	(283)
1969	1504	376	Grad. Res. No. 1	195	(207)
1970	1955	489*	Grad. Res. Nos. 2 & 3	437	143*
1971	2219	555	-	-	77
1972	2560	640	-	-	(8)
1973	2868	717	Grad. Res. No. 4	195	110
1974	3108	777	-	-	50
1975	3405	851	-	-	(24)
1976	3800	950	Grad. Res. No. 5	195	72
				1022	

* Since there is a known shortage of graduate accommodation for the fall of 1970-1, it can only be concluded that the assumption that 25% of graduate students desire housing is definitely low.

G L E N D O N C A M P U SRESIDENCE REQUIREMENTS TO 1975

Proposed Number of Students	1250		
Residence Beds Required	835	(67%)	
	<u>No. of Beds</u>		
	<u>Men</u>	<u>Women</u>	
Wood Residence (existing)	188		
Marion Hilliard (existing)		248	
Proposed addition to Wood	85		
Proposed alterations to Wood	12		
Proposed Residence III	<u>136</u>	<u>172</u>	Total (308)
Sub Total	421	420	
Total	841		

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

(iii) The Effect On The University's Development
Of Insufficient Funds For Student Housing

In order to understand the limiting effect on academic development of insufficient funds to maintain the scale of student housing indicated above, it is necessary to consider the major factors influencing the projected need. The most important factor is the determination of the percentage to be housed on campus. The immediate question is, why has 25% been selected for the York campus? Initially the figure was considered to be in keeping with the average experience of other Ontario universities and the provision of accommodation for such a percentage was considered to be financially viable in terms of both capital cost and operating expense. York's experience to date suggests that the figure is minimal for the next five years. It is interesting to note the following position on the York Campus as of September, 1970:

	<u>Undergraduates</u>	<u>Graduates</u>
Total Residence Units - Available and Assigned	1043	632
Waiting List - Firm Applications	395	295

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

A casual note of York's location on the periphery of a large metropolitan area might suggest the existence of an abundant supply of housing for students in the community, reducing the need for on-campus accommodation to a small proportion. Closer examination reveals the following factors working in the other direction:

- the University's location in an area zoned by the Borough of North York largely for single family dwellings;
- the small size of most of the houses within easy access of the campus; and
- many students at York from modest housing that does not lend itself to the encouragement of serious study.

If the range is extended across the wide reaches of the metropolitan area, travel time and cost become burdensome and the added pressure for more parking facilities will necessitate moving from surface lots to much more expensive multi-storey structures.

In addition to the practical factors limiting the availability of off-campus housing suitable for student use, there is a basic educational benefit which on-campus housing alone can provide. It permits and encourages participation in a wide variety of university sponsored activities. It creates the informal conditions for mature growth not available to commuter students.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

Some members of the University believe that the above factors point to the need for provision of housing facilities for more than 25% of the enrolment and have pressed strongly for an upward adjustment. There is an even more widely held conviction that the provision of any lesser percentage would call for the reduction in scale of the University's development and reduce its capability of meeting the needs of an academic programme of high standing.

In view of the above, it is disturbing to note the substantial disparity in 1970 between capital applications for student housing and funds allocation by Central Mortgage and Housing Corporation, virtually the sole source of residence financing in recent years. The indication that Ontario applications for funds totalled almost four times the C.M.H.C. allocation for Ontario emphasizes the magnitude of the problem and the need for early and forceful representations to the Federal Government for substantial annual increases commencing in 1971. The imminent review of Federal Government policy concerning residence financing based on a C.M.H.C. report on Post Secondary Student Housing not only provides timely opportunity for the effective presentation by the universities of their requirements but also points to the urgency of immediate action on the part of the Provincial Government.

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

4. OTHER MATTERS(a) Mission Oriented Research

It will be appreciated that clear differentiation between "curiosity directed" and "mission oriented" research is not always possible. Nevertheless, of 370 research projects recorded in the accounts of the University approximately 76 projects (21%) appear to be mission oriented. In expenditure these projects total \$910,000 or about 37% of York's research effort for the current year (1970-1).

(b) Outline Of The University's Policy On The Obligations Of Individual Faculty Members

The nature of university organization is such that all full-time faculty members share some responsibility for administration of the affairs of their respective Faculties. Thus, some member of each instructional department must be available or on call at all times, including the months of June, July and August. Each member of a Department keeps the Chairman informed of his summer plans in order that provision may be made for carrying out departmental responsibilities throughout the whole year.

Senior officers, e.g., heads of administrative units, whose appointments are entirely administrative, are expected to be present at the University eleven months of the year, with a one-month vacation (any deviation from this

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

regulation requires approval in writing from the President). Research appointments are usually made on this same basis.

A number of individuals hold joint appointments which involve them in both scholarly and administrative obligations. In such cases, the normal expectation is that the individual will absent himself during the summer, other than for his one-month vacation, only with the permission of the person to whom he reports, and only when such absence is covered by satisfactory alternative arrangements for the performance of his administrative obligations. Any other special terms must be agreed upon at the time the appointment is made.

Members of faculty are paid in twelve equal monthly instalments during the financial year (July 1st to June 30th).

Teaching Responsibilities

Chairmen of Departments and Divisions, in co-operation with their respective Deans, attempt to maintain an equitable distribution of the University's teaching responsibilities among members of the teaching staff. In allocating teaching responsibilities Chairmen and Faculty officers consider such factors as:

- the nature and level of teaching responsibilities assigned to individual teachers, e.g., supervision of honour and graduate research;
- teaching of new programmes, the initiation of which requires unusual amounts of time;

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

- size of classes, laboratory time, etc;
- major administrative responsibilities not normally devolving upon the teaching staff;
- adjustments made necessary by special leaves;
- previous handling of teaching loads above the normal requirements;
- research and publication record; and
- nature of special or protracted research.

The distribution of teaching, research, and administrative responsibilities is annually reported by all Chairmen to the Dean of their respective Faculties by October 15th each year. In turn, detailed reports on the teaching and research programmes of each Faculty are considered by the President (or his delegate) and the Vice-President (Finance) in formulating the University budget for the year ahead.

(c) Research Overhead - Its Effect And Influences

How vigorously should universities seek outside funds for research projects? At first glance it would seem the answer to this question would be a strongly affirmative one since research is rightly thought of as one of the main educational goals of a university. At York University no activity has grown in a more spectacular fashion. For example, in 1965 York's first year on the York Campus, approximately seventy-five thousand dollars received for sponsored research was spent. During 1970-1 York will spend close to

V TOPICS RAISED BY THE COMMITTEE ON UNIVERSITY AFFAIRS (Continued)

three million dollars. It can be safely argued that research money attracts top-rate faculty and highly stimulates the growth of graduate education through its support of research assistants. At the same time, however, it makes great demands on space, services and administration, that is, on what is commonly called "overhead".

It has been reported by the University of Toronto that "for every dollar spent on research, we must find another dollar in our operating budget"¹. In the majority of cases, research granting agencies pay only for direct expenses involved. On the other hand, there is no clearly discernable factor for research overhead included in the Provincial Formulae. The cost of research to a university is appreciable; indeed, so great that York might not be able to continue the growth in subsidy - usually at the expense of teaching resources and facilities - required for the present growth in research.

1. University of Toronto Graduate, Summer 1970.

VI SUMMARY AND COMMENTS

1. As York University enters an eleventh year, its academic and physical growth continues in general accordance with projections first presented in the University's 1968 Brief to the Committee on University Affairs. The development of the University in such a few years to its present enrolment of nearly 10,000 full-time students, and more than an equal number of part-time and continuing education students, has been a dramatic achievement. Future plans for a slowing of the growth rate must not be taken as a correlative of institutional satisfaction, for York has achieved its present degree of success by being innovative, and by insisting upon a continued effort to achieve standards of the highest academic quality and integrity. While recognizing the enormous costs to the public of higher education today, the University must assert the view that these costs would be exceeded many times over by the social and educational damage which would result from a general depressing of financial support to a level which could not support either innovation or general excellence in higher education.
2. Among the special concerns of York are several factors in the Capital Assistance Formula and the Operating Grants Formula. In respect of the former, the University recommends a decision be taken as to which Full-Time-Equivalents from part-time students are considered for formula purposes, and that an increase to 48 n.a.s.f. be made in the space entitlement for an "A" weight FTE student. A higher weight category is requested for Fine Arts [from A(1.0) to B(1.5) for undergraduates, B(1.5) to D(3.0) for master's and first stage doctoral, and C(2.0) to E(4.0) for second

VI SUMMARY AND COMMENTS (Continued)

stage doctoral]; for Music (increase to same values as proposed for Fine Arts); and Law [from A(1.0) to B(1.5) for baccalaureate with others remaining the same].

3. With respect to the latter formula, York considers the 1.5 weighting for Law (baccalaureate) inadequate in view of weightings for other comparable programmes, and recommends a weighting of 2.0. In addition, the University requests that part-time Category 5 students, which at York are Master's of Business Administration students, be counted on a course registration basis rather than by the present 0.3 factor to determine FTE's. Thirdly, the University - a strong supporter of the principle that part-time students deserve programmes of quality totally comparable to programmes offered full-time students - urges that a change be made from 6 to 5 in the division of course registrations to obtain FTE's for part-time students and that the change be applicable to all universities where quality programmes are offered to part-time students. Should it not be possible to resolve this question prior to the 1971-2 fiscal year, a supplemental grant of \$760,000 is being requested for the University.
4. For York to continue its enrolment growth and academic development, it is essential for the University to proceed with its planned building programmes. Acknowledging the need for economical use of present space, for careful scrutiny of standards, and for thorough investigation of non-traditional construction approaches, the University is attempting to bring its space requirements into

VI SUMMARY AND COMMENTS (Continued)

line with entitlement. It is the University's considered opinion, however, that this goal is not viable and, even if it were, could not be done suddenly. Future space requirements, therefore, are projected which tend toward formula entitlement but do not fall completely to the 96 n.a.s.f. standard. The University also illustrates with York's most recent construction the inadequacy of \$55 per n.a.s.f. for building projects, and notes that the Ontario Construction Index from January, 1968 to May, 1970 has increased 19%.

5. Academic growth cannot be represented merely by increases in enrolment and lists of new programmes added: educational innovation and experimentation are necessary components of any university worthy of the name. With a trend toward more flexibility in academic programmes occurring at the University, the case is made that application of the Operating Grants Formula should not penalize a university for such academic advances. To handle two specific instances, which are about to occur in the curricula of Glendon College and the Faculty of Science, the University advocates the continuation of the essential principle, currently followed by the Committee on University Affairs, of allowing a University to define what constitutes a year of academic work.
6. York acknowledges the desirability of aggregating information for the Ontario University system in line with the agenda proposed by the Committee on University Affairs. The University also supports - and believes that its record demonstrates - co-ordination and

VI SUMMARY AND COMMENTS (Continued)

co-operation with other universities, whenever such efforts can be shown to foster academic excellence through a more effective marshalling of academic resources.

The areas of concentration chosen in many of York's new programmes indicate the University's acknowledgement of the necessity for limitation - a negative form of co-operation. New graduate programmes York indicates for 1971-2 are Master's and Doctoral Programmes in Social and Political Thought, and Doctoral Programmes in Geography, in Economics, and in Administrative Studies. Programmes presently contemplated for 1972-3 or later include a Master's Programme in Fine Arts, an interdisciplinary programme in Humanities at the master's level, and a Doctoral Programme in Mathematics.

8. The University is pursuing discussions with the Department of Education toward an agreement on the conditions under which York would establish a Faculty of Education, and is also studying the very complex question of Health Sciences Education, since York is one of the obvious candidates should it be determined that a sixth medical school is required in Ontario.
9. Finally, York adds its voice to those of other universities to emphasize the extremely critical situation that exists in respect of student residences owing to the restricted amount of financing available at this time. Even though York is located in a large metropolitan area, adequate student accommodation in private housing is not available to any great extent. It is the University's view that more on-campus accommodation is essential for the well

VI SUMMARY AND COMMENTS (Continued)

being and advancement of the York University community. Every effort must therefore be taken to make funds available which will permit the University's present plan for residence construction to continue on schedule.

10. In conclusion, York is willing to accept the challenge of its enrolment projections which account for one-seventh of the proposed enrolment growth of the Ontario University system during the period 1970-1 to 1975-6. The ability to do so at appropriate standards of quality, however, depends largely upon the continuation of the strong support given to date to the University by the Provincial Government.

BRIEF HISTORY OF THE DEVELOPMENT OF YORK

York University was founded in 1959, accepting its first students in 1960. Established originally as an affiliate of the University of Toronto, York moved to the Glendon Campus in 1961 and became completely independent by mutual consent on June 30, 1965. Each succeeding year has seen a major advance in the growth and development of the University and its academic programmes. The Joseph E. Atkinson College first offered degree courses for evening and part-time students in 1962. In the following year the Faculty of Arts and Science introduced its own distinctive programme of degree studies, and in 1964, York accepted its first post-graduate students.

The York Campus, which has become the principal seat of the University, was opened in 1965 on a site in northwest Metropolitan Toronto. In view of the upward adjustment of projected ultimate enrolment, the initial acreage was later increased from 472 to 600 acres. The rapid physical development of the campus has been paralleled by a continuing academic expansion. In 1966 the Faculty of Administrative Studies was established, Glendon College curriculum was initiated, and legislation was enacted by Senate to establish a Faculty of Fine Arts. In 1968 a Faculty of Environmental Studies was established, the Faculty of Science was created out of the Faculty of Arts and Science (now called the Faculty of Arts), and the historic Osgoode Hall Law School became part of the University.

The University has three major academic projects. They are the development of a residential college for some 1250 undergraduates at the Glendon Campus; the design and implementation of distinctive degree programmes for part-time students in The Joseph E. Atkinson College; and the continuing development of a multi-faculty university on the York Campus.

YORK UNIVERSITY - ACADEMIC PROGRAMMES 1970-71

APPENDIX B

SENATE

Faculty of Arts	Faculty of Graduate Studies	Faculty of Science	Faculty of Admin. Studies	Faculty of Fine Arts	Osgoode Hall Law School	Faculty of Environ. Studies	Glendon College
<u>Programmes</u> Computer Science Economics English French Literature Geography *German Literature Greek Literature History Latin Literature Mathematics Philosophy +Physical Education Political Science Psychology *Russian Literature Sociology Spanish Literature *3 year only +4 year only <u>Special Programmes</u> Human Resources Development Social & Political Thought Urban Studies <u>Elective Courses in</u> Humanities Language Training Linguistics Modes of Reasoning Natural Science Social Science	<u>Programmes</u> *Biology Business Admin. *Chemistry Economics *English Environmental Studies Geography *History Law Mathematics *Philosophy *Physics *Political Science *Psychology Public Admin. *Sociology *Space Science *Both Master's and Doctoral degrees offered	<u>Programmes</u> Biology Chemistry *Liberal Science Mathematics +Physical Education Physics Psychology *3 year only +4 year only <u>Elective Courses in</u> Natural Science <u>Centres</u> Environmental Quality Space Science	<u>Programmes</u> Business <u>Programmes (Grad)</u> Business Administration Public Administration	<u>Programmes</u> Art Dance Film Music Theatre Arts	Atkinson College <u>Programmes</u> +Business Administration Computer Science Economics English +General Administration Geography History *Liberal Studies Mathematics *Natural Science Philosophy *Physical Science (Chemistry option) Political Science Psychology *Social Welfare Sociology *Urban Studies <u>Elective Courses in</u> Earth Science Finance and Management Control French Humanities Life Science Linguistics Modes of Reasoning Physical Science Physics Social Science	Faculty of Environ. Studies Centre For Continuing Education Institute For Behavioural Research Transport Centre	<u>Programmes</u> Economics English French History Philosophy Political Science Sociology <u>Special Programmes</u> Canadian Studies International Studies Social, Political and Economic Thought

YORK UNIVERSITY ENROLMENT PROJECTIONS TO 1975-6: ALTERNATIVE B

APPENDIX C

YORK UNIVERSITY ENROLMENT PROJECTIONS TO 1975-6: ALTERNATIVE B														
Year	Day Programmes										Part-Time Evening Programmes			
	Fac. of Arts I Includes Ad.St. I	Total Ad.St. I, II	Fac. of Ad. St. I, II	Fac. of Science I, II	Fac. of Fine Arts I, II	Other Undergrad. Faculties	Glendon College	Undergrad. Total	Osgoode Hall Law School	Special Students (FTE)* **	Fac. of Grad.St. (FTE)* **	Total (FTE)* **	Fac. of Grad.St. (Ad.St.) ***	Atkinson College ****
1960-1	(76)	76						76				76		
1961-2	(153)	216						216				216		287
1962-3	(139)	305						305				305		676
1963-4	(303)	511						511				511		1518
1964-5	(429)	784						784		11		795		
YORK CAMPUS OPENS														
1965-6	(829)	1307		143				1450		1	37	1488		2389
1966-7	(866)	1717	59	24	231		386	2417		63	112	2592	316	3788
1967-8	(1254)	2506	74	49	342		503	3474		62	234	3770	451	5204
1968-9	(1616)	3551	93	38	445	(80)	731	4858	591	93	450	5992	691	6428
1969-70	(1868)	4445	120	45	608	244	865	6327	697	188	619	7831	983	7443
1970-1 B	(2320)	5593	130	100	765	555	757	7900	800	200	955	9855	930	10200
1971-2 B	(2250)	5930*****	160	130	925	790	1200*****	9135	900	210	1109	11354	1070	12200
1972-3 B	(2374)	6466	200	160	1085	945	194	10300	970	250	1340	12860	1200	14200
1973-4 B	(2469)	6931	230	180	1240	1000	369	11200	970	300	1598	14068	1325	16200
1974-5 B	(2539)	7229	270	200	1390	1000	661	12000	970	375	1763	15108	1480	17200
1975-6 B	(2564)	7332	280	215	1540	1000	1083	12700	970	420	2015	16105	1530	17900

* For undergraduate part-time students, six course registrations is a full-time-equivalent student (FTE); for graduate part-time students, prior to 1969-70, five course registrations is a FTE, in 1969-70 and thereafter, a part-time student is 0.3 FTE.

** Full-time and part-time (day only) for Fall term (or regular term) only.

*** Expressed as registered students (fall and spring terms only; 1969-70 includes spring of 1969 and 1970).

**** Expressed as registered students (summer and autumn/winter terms).

***** Faculty of Arts total figure is 460 less than presently estimated and Glendon College is 460 more than presently estimated.

Notes: Actual figures for 1960-1 to 1966-7 are as of Oct. 17th; for 1967-8 to 1969-70 as of Dec. 1st; and for 1970-71, a Sept. 3rd estimate for Dec. 1st.

: Bracketed figures are included elsewhere on chart.

: Faculty of Science from 1965-6 to 1967-8 registered in Faculty of Arts.

: Faculty of Graduate Studies figures contain all registered in the Faculty including provisional candidates, certain categories of which are reported as undergraduates for BIU counting.

: The "Total" column is the nominal full-time capacity of the University's facilities; the summation of the final three columns is an approximate measure of the number of students involved in degree programmes.

September 3, 1970

